Diversity Management in Education as a Factor of State Security

ABSTRACT

Diversity management becomes more and more popular as a factor of the enterprise competitiveness’ increase. Diversity is present at any enterprise indeed, apart from its trade subordination or history. You can accomplish significant economic and social gains and make enterprise more successful – if you use and develop the diversity of its personnel.

**Purpose.** This paper’s purpose is to determine the special role of diversity management in educational institutions and to work out the hypothesis of potential impact of diversity management in education in the state security.

**Methods.** The following methods have been used in the paper: critical analysis of scientific sources and results of practical experience, structural-functional analysis, modeling, systematization (for the analysis of existing definitions of the “state security” concept), generalization. The statistical results of an empirical research of the inclusive environment management of educational institutions have been analyzed.

**Results.** The countries of the post-Soviet space successfully adopt Western experience of diversity management, in particular, in educational institutions, – and it has become a common thing. Educational institutions in this aspect play a special role, because they function as a factor of social capital and future generation formation. They create a base for development of plenty of the organizations
with diversity management, that will result in occurrence of more competitive organizations and improvement of labor quality. However, more global aspects of this problem have not been investigated enough. If enterprises with diversity management are more successful and competitive, than longer will such enterprises exist, more stable and successful the state as a whole will be. This possible influence of educational institutions’ diversity management on state security has not been analyzed enough.

**Keywords:** diversity management; education; innovations; inclusion; state security.

**Introduction**

Diversity management is a system for managing communication and interaction between the most diverse social groups: cultural, age, sexual, ethno-national, etc.

Diversity management becomes more and more popular as a factor of the enterprise competitiveness’ increasing. Diversity is present indeed at any enterprise, apart from its trade subordination or history. You can accomplish to significant economic and social gains and make enterprise more successful – if you use and develop the diversity of its personnel.

This conclusion on the positive impact of diversity management on the competitiveness of an enterprise is widely disclosed in modern scientific and practical works, but mostly in English-language books and papers. In the post-Soviet scientific space, this idea only begins to be developed.

The implementation of the diversity management concept has the particular importance in educational institutions. At schools and universities social capital of the future nation is being formed, and it is the «tomorrow» of a nation. If students grow up with the perception of diversity not as a factor that impedes management, but which adds advantages and effectiveness to the work of any enterprise – this will be the achievement of an educational system.

**Purpose.** This paper’s purpose is to determine the special role of diversity management in educational institutions and to work out the hypothesis of potential impact of diversity management in education in the state security. The point is that the state security is not only the conditions of its physical security
from the military threats or informational aggression. It is also a condition of a fairly stable and comfortable existence of citizens, that depends on many other factors, in which most people have an opportunity for a decent quality of life and a wide range of social self-realization. And this situation directly concerns the success of the socio-economic subsystem of a nation.

**Methods.** The following methods have been used in the paper: critical analysis of scientific sources and results of practical experience, structural-and-functional analysis, modelling, systematization (for the analysis of existing definitions of the «state security» concept), generalization.

**The essence of diversity management and its impact in the competitiveness of the enterprise**

The term «diversity management» has been used for several decades in Western-European management practice and scientific literature. In the post-Soviet space, its active using is only beginning, and is developing mainly through European grants and scholarships. At the same time, the position of a «corporate and social responsibility manager», first of all in commercial enterprises with foreign investments (but not only there), – are being increasingly implemented in Ukraine.

We can find this definition of diversity management – as the practice of addressing and supporting multiple lifestyles and personal characteristics within a defined group, starting from the Business Dictionary (2019).

T.H. Malloy (Malloy, 2013, p. 75) in the book “Minority Issues in Europe: Rights, Concepts, Police” indicate that diversity management contains a variety of ways in which the governments perceive ethic, racial or linguistic diversity and strive to manage it.

M. Loden and J. Rosener (1991) in their work “Workforce America!” show that a socially responsible approach will entail a proactive and multilevel implementation of diversity policies aimed at effectively utilizing workforce diversity to improve business outcomes as well as enabling social inclusion through equitable employment outcomes for diverse individuals. The authors (Loden & Rosener, 1991, p. 145) say that “the diversity paradox or the idea
that people are different and similar is an important part of educational efforts to support diversity”.

Diversity management is interpreted variously not only in theoretical science but also in actual practice of different organisations which use this conception. So, the community AMiKU (Work with migrants in Unna’s Area) interprets diversity management as an intercultural management or as normal use of diverse talents of separate workers, positive activity which guarantees the work to European citizens, as a creation of capacity which reflects all spectrum of diversity (Ford, 2019).

Within the framework of the Joint European project TEMPUS-543873, M. Pevzner and colleagues (Pevzner et al., 2016, p. 44) consider diversity management in terms of the multidisciplinary field of scientific knowledge, concepts and strategies of personnel management, aimed at recognizing and respecting differences in the organization, training of personnel in the spirit of tolerance. Also this strategy means identification, disclosure and using of professional and personal potential of the employees who belong to different social groups – as a resource and factor of the organization’s development and achievement of its benefits.

This conclusion on the positive impact of diversity management on the enterprise’s competitiveness is widely disclosed in the literature. True, these ideas and practices are much more presented in English-language papers and books. In the Ukrainian-language and Russian-speaking scientific space, this idea only begins to be developed.

In particular, V. Tishkov and V. Stepanov (2017) in the work “The Ethnic and Religious Diversity of Russia: Results and Perspectives of Research” argue that with the help of culturally sensitive and competent management of an enterprise, the factor of workers’ diversity can act as a source of interaction and development.

J. Syed and R. Kramar (Syed & Kramar, 2009, p. 648) indicate that social responsible approach will entail a proactive and multilevel implementation of diversity policies aimed at effectively utilizing workforce diversity to improve business outcomes as well as enabling social inclusion through equitable employment outcomes for diverse individuals.
I. Haas (2013), who is a student in the conditions of diversity, accepts the arguments of previous authors and says that multi-level and pluralistic approach to social responsible diversity management contributes to creating adequate levels of heterogeneity in organization. Because of this, inclusion to social and organization network can promote positive results.

So, as we can see (and it concerns not only Western European countries), there is an understanding of diversity management as a concept and practice of human resources management, in which the maximum involvement of representatives from diverse social groups takes place. And this involvement (inclusion) is useful not only for the representatives of the so-called “weak” social groups, but for the enterprise as a whole. Because the diversity of staff has a positive impact in the enterprise’s efficiency and competitiveness.

**Diversity management plays a special role in educational institutions**

It is obvious, that diversity management is of particular importance in the context of globalization and internationalization of higher education (Pevzner, Petriakov, Ushanova, 2015). The growing ethnic diversity of staffing, inclusion of heterogeneous groups in the university environment, including migrants, the competition to attract foreign students in a disadvantaged demographic situation, and academic mobility – determine the relevance of diversity management as an instrument for forming of a university’s corporate culture.

M. Sheraizina, S. Zinovieva (2016) write that diversity management promotes the creation of a social and communicative learning environment that stimulates the forming of a social adaptive and communicative developing space of the magistracy. It allows each subject to be transformed into a mode of self-determination, self-organization and self-development, and to bring the internal resources of each teacher and student in the movement.

Prof. M.L. Lumadi (2011) in “Managing Diversity at Higher Education and Training Institutions: A Daunting Task” writes: Diversity management is the process of creating and maintaining a positive environment where the
differences of all personnel are recognized, understood and valued, so that all can achieve their full potential. It was apparent that managing diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Under such conditions, schools and universities face an extremely important task – to ensure the development of an individual and community that will maximally help to avoid human marginalization in the negative aspects of this phenomenon. This can be achieved through the development of adaptive thinking and behavioural patterns for students, through the development of competences for productive life in a diversity environment and also through the ability to engage in inclusive practices (Nesterenko & Yemelianenko, 2016).

After all, the homogeneity of a human team in democracy conditions – is a myth: any human community (both the student’s audience and staff of an enterprise) is characterized by a high degree of diversity. At the same time, the educational sphere in this matter has the initial load – in fact, to teach a person to positively accept and interact with the Other is necessary as early as possible (Nesterenko, 2016, p. 53).

That is why the diversity management in educational institutions is directly related to the “inclusive education” concept. This is an important clarification, because in the post-Soviet works the term “inclusive education” is often used in the narrow sense – as the integration of children with disabilities into the educational environment. However, the students’ team will be more successful overall if it represents students from social groups with different psychophysiological, cultural, ethnic, socio-economic, and other characteristics. Successful pedagogical work with students with any differences requires specific competencies from a teacher, but above all – the ability to value perception and non-discrimination. And there is no difference with what features student has, if the teacher is ruled by values of monologism, segregation, by desire to work with a homogeneous team (Nesterenko, 2016, p. 56).
On the issue of state security: the essence and factors of provision

The Law of Ukraine «On the national security of Ukraine» (2018) states that «the protection of state sovereignty, territorial integrity and democratic constitutional order and other vital national interests from the real and potential threats of non-military character».

The interpretation of state security essence has been changed somewhat since the middle of the twentieth century and today. If in the aftermath of the Second World War the emphasis was on security from military threats, today the understanding of state security is wider.

In the XXI century scholars point out that:

➢ “National security is the measurable state of the capability of a nation to overcome the multi-dimensional threats to the apparent well-being of its people and its survival as a nation-state at any given time, by balancing all instruments of state policy through governance ... and is extendable to global security by variables external to it” (Paleri, 2008, p. 52-54).

➢ “National and international security may be understood as a shared freedom from fear and want, and the freedom to live in dignity. It implies social and ecological health rather than the absence of risk... [and is] a common right” (Ammerdown Group, 2016, p. 3).

➢ J. Romm notices, that the concept of national security remains ambiguous, having evolved from simpler definitions which emphasised freedom from military threat and from political coercion. (Romm, 1993, p. 52-54). In particular, in 1993, the author raised the discussion that not only militaristic issues are the core of the concept of national security. And today, after several years of aggravation of information aggression, we understand that information aspects become crucial in understanding of the essence of state security.

National security, or state security, is its ability to contain or eliminate internal and external threats to national sovereignty, territorial integrity, social and economic development, ensuring of the protection of the vital interests of individual citizens and the whole nation. At the same time, the main guideline
for the security of a state should be the balance between the individual interests and the nation-state ones, which results in their mutual responsibility for the fulfilment of national security tasks (Nesterenko, 2009, p. 57-58).

It should also be remembered that the problem of security is extremely acute for a young state, in particular for Ukraine. This is especially true for post-totalitarian states, since the transition from a democratic system and a radical change in the models of life cannot be painless. Also, for the past five years, Ukraine has lived under conditions of apparent hybrid war and constant aggression from the northern neighbour, which brings the security issue to a new level. And this reminds all countries of the world that neither of them can feel completely safe, even if there are international peace agreements.

An important role in modern researches is played by the clarification and analysis of the factors strengthening the state security in various spheres of life. Separately, it is necessary to indicate the spiritual factors, the impact of which on the state security can be significant. Particular attention should be paid to humanitarian security, the main task of which is to protect the comfortable, mutually satisfactory coexistence of members of society, which ensures wide opportunities for their self-realization.

The factors of state security are various. This is:
- defense of a stable political system, political organization and political regime of society, which reflect the interests of its main social groups and strengthen the national unity;
- effective management of a state (in the sense of professional management);
- successful and competitive presentation of a state and its interests in the global arena, creation and development of attractive image;
- international security of a state – as an ability to be realized as an active independent subject of international relations.

At the same time, there are many factors of state security that have become relevant in recent years and have not been sufficiently investigated before. Diversity of an enterprise’s staff is one of these factors. The hypothesis is that the diversity of staff becomes a factor in increasing the company’s competitiveness and performing its socially important mission.
An analysis of the latest publications on this subject shows that an integrated approach to its study and practical analysis haven’t been applied. However, there are separate constructive, as well as debatable, ideas.

V. Tishkov (2018) argues that diversity is not a source of destabilization, but also does not guarantee a stable and successful development of a country. In the context of cultural diversity, in order to prevent tensions and conflicts that may arise on the basis of cultural differences, the purposeful efforts of the authorities and civil society are required. Risks arise when management is carried out in violation of the cultural norms and traditions of separate social groups. With the help of cultural sensory management, the factor of diversity of the population can be a source of interaction and development. However, poor governance and politicization of ethnicity and religious issues can make diversity a factor of serious risk, destabilization and conflict.

We can comment that diversity (in particular, cultural) has long been analyzed as a factor of potential conflicts. At the same time, the more diverse the ethnic composition of a community or staff is – the more successful it will be. First of all, because the diversity of the community gives it more patterns of behaviour and problem solving than in a homogeneous community.

K. Cherevyk (2016) in her paper “Social Security as Socio-Cultural Activity” emphasizes that the successful activity on ensuring social state security depends more on the informal activity of citizens. The author says that the expansion of social rights serves as the basis for the forming of a “state of welfare”. By itself, the organization of social security is an element of a more complex system – state policy in general and such its segment as ensuring national security.

Also an analysis of the role of diversity management at an enterprise through the prism of social responsibility issues is quite popular among academics.

J. Syed and R. Kramar in the work “Social Responsible Diversity Management” say that socially responsible diversity management takes a rational, multilevel perspective to understanding and managing diversity in a multicultural society. Because of its multilevel and pluralistic nature, the approach is likely to be best served by multiparty participation and negotiation to identify and pursue time-bound targets and structural reforms for social
inclusion and integration. Also it may be helpful in developing organizational cultures that are socially inclusive and tolerant of diverse cultural values and traditions (Syed & Kramar, 2009, p. 640).

M.F. Rice in “Diversity and Public Administration” shows, that cross-sectoral partnership characterizes partner mutual relations between the units of state and local authorities and citizens’ unification. Consequently, we have a unique opportunity to offer insights and perspectives on changing demographics in the public sector and how to effectively administer services to an increasingly diverse population at all levels of government (Rice, 2015, p. 70).

So, the scientific analysis of the social responsibility and diversity management issues is mainly related to such a component of state security as social, or humanitarian, security.

In the European space, the social responsibility of business begins with the sustainable development of socio-economic and environmental trends of existence and the achievement of a balance of interests of society, business and the environment.

In the broad sense, “social responsibility” means certain expectations of society in relation to enterprises’ owners and managers, on the one hand, and awareness of their duty to society and responsibility for their actions – on the other.

A socially responsible approach to diversity management involves a focused and multi-level implementation of the diversity management policy at an enterprise or educational institution. Such policy is aimed at the effective use of a diversified workforce to improve business performance and enable social inclusion through equal employment outcomes for different individuals.

In addition, taking into account the pluralism, inherent to diversity management, – a socially responsible approach can lead to the creation of inclusive structures and policies in the institution’s management. This contributes to the creation of adequate levels of heterogeneity in the organization, which in turn can contribute to positive outcomes.

Therefore, the main function of the social responsibility of diversity management is to ensure the sustainability of the organization as an open
system by resolving the conflict of interests in the internal and external environment and involving stakeholders in the decision-making process and the development of the enterprise strategy.

The social responsibility of diversity management at an enterprise implies an ethical attitude to all stakeholders, and therefore it includes economic and environmental components and, in a broad context, involves raising standards of living for both internal and external actors, while maintaining the profitability of the organization (Starostka-Patyk, Tomski, Zawada, 2015).

At educational institutions, social responsibility is seen not only for pedagogical staff and administration, not only for partners, but also for the clients – those who study, receive and pay for educational services. In the context of social responsibility, diversity management of educational institutions means:

➢ maximizing the availability of educational services for all various categories of clients without exception;
➢ variety of educational services themselves (from teaching to advanced training and so on);
➢ diversity of a staff, both administrative and pedagogical;
➢ flexibility and adaptability of organizational and managerial methods, programs of evaluation and stimulation of both personnel and students;
➢ a variety of employee behaviour patterns that enhance the openness of corporate culture and the inclusive environment of an educational institution.

From the standpoint of institutional analysis, the social responsibility of diversity management is a special economic institute which main functions are corporate charity, patronage, social marketing, social investment, partnership (Umantsiv, 2010).

The main directions of development of social responsibility with regards to diversity are:

➢ creation of a multi-level approach within the framework of macro-national, meso-organizational, and micro-individual interventions by the country as a whole and by the organization;
➢ improving of social outcomes through equal opportunities for employees and their social inclusion in the organization’s staff;
➢ dynamic, contextual approach, which is to identify and integrate population groups that deserve additional attention;
➢ implementation of structural and cultural reforms at many levels of the organization’s functioning;
➢ increasing of social justice and creating of the advantages for competitive activities.

In addition to these conclusions and the main provisions of this paper, it is necessary to take into account differences in the acceptance and implementation of diversity management in Eastern and Western European countries. For instance, M. Bojaruniec, I. Florek, P. Jarmola (2018) in their research analyzed diversity management in Poland and Ukraine as an answer to demographic changes. In this research they show to what extent diverse human resources can contribute to a company’s benefits. Besides this, on the examples of Poland and Ukraine the authors reveal that the attitude towards diversity management in this neighbouring countries. They show significant differences and different needs of Polish and Ukrainian employees, due to specific economic situation in both countries and other factors.

In addition to these conclusions and the main provisions of this paper, it is necessary to take into account differences in the acceptance and implementation of diversity management in Eastern and Western Europe.

And this means: the more mature and professional is the approach to the diversity management implementation, the deeper the idea is rooted in the public opinion – the more competitive advantages will be given to a particular enterprise. And there will also be more positive effects on the state security. Therefore, the educational institutions play a special role in the rapid and intensive dissemination of the idea of inclusion and diversity management. For countries such as Ukraine, this is of paramount importance.
References


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