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**To Meet the Changing Demographics of the American Work Force,  
New Management Strategies That Are Sensitive to the Needs of a  
Distinctive Multi-Cultural Population Will Be Needed**

Jaranne A. Dargan-Brown

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TO MEET THE CHANGING DEMOGRAPHICS OF THE  
AMERICAN WORK FORCE, NEW MANAGEMENT  
STRATEGIES THAT ARE SENSITIVE TO THE NEEDS OF  
A DISTINCTIVELY MULTI-CULTURAL POPULATION  
WILL BE NEEDED

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Jaranne A. Dargan-Brown



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Abstract Presented to the Faculty of the  
Graduate School of Lindenwood College in  
Partial Fulfillment of the Requirements for  
the Degree of Master of Art

thesis  
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COMMITTEE IN CHARGE OF CANDIDACY:

Professor

Dr. Michael Castro  
Chairperson and Advisor

Adjunct Professor

Michael Kramer

Adjunct Professor

Carolyn Scott

DEDICATED

To

My Family

Curtis....Husband

Brittani.....Daughter

Mother.....Gwendolyn

Sister.....Coby

Grandmother.....Louella



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After more than 30 years of affirmative action programs and a more recent emergence of politically correct thinking, the work force of many of America's corporations and agencies have voluntarily (and some involuntarily) become more culturally diverse. Recently statistics from the U.S. Department of Labor indicate that more than half the American work force is made of people of color and women.

Changes in the racial makeup of companies are forcing managers to realize that when people of different races and genders are added to the corporate mix, their experiences, backgrounds and differences must be considered and integrated into the company's corporate culture. As minorities and people of other ethnic cultures fill the work force, problems will arise. White corporate managers, some mandated to integrate their staffs by company decree, are ill prepared and lost on how to successfully incorporate people of different cultures into their ranks.

As the work force has become more and more diverse and demanding, the old mindset isn't working. New methods of managing

diversity are being introduced as a different philosophy of management. Some of the new methods suggested are flex-management, directly confronting problems as they occur, and training to develop sensitivity to language barriers and respect for cultural differences.

Finally, the discussion explores the assessment of management's methods of managing diversity and the personal viewpoints of managers and employees of the results.

The future area of concern for management is developing the appropriate skills for working effectively and productively with an increasingly diverse workforce. There are five basic skills discussed that most managers and employees have agreed upon to build. However, none of the five basic skills will assist corporate managers or employees to learn to adjust to their changing work places if one vital tool is not used-TALKING-Getting out in the open for analysis and reevaluation, the varying attitudes and assumptions we have about one another that create barriers to understanding, respect and teamwork.

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Culminating Project Presented to the Faculty  
of the Graduate School of Lindenwood College  
in Partial Fulfillment of the Requirements  
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To meet the changing demographics of the American work force, new management strategies that are sensitive to the needs of a distinctively multi-cultural population will be needed.

#### INTRODUCTION

As we approach the 21st century, organizations throughout America are facing an extraordinary new challenge -- unlike any, they have confronted in the past. Analysts believe this current challenge will have a powerful impact on our future as a productive society. (Loden and Rosner xvi). Yet, few U.S. institutions seem adequately prepared today to deal effectively with this momentous change -- the increasing cultural diversity of the American work force. More and more of today's workforce is learning about cultural diversity. This term refers to differences in age, ethnic heritage, gender, physical abilities/qualities, races, and sexual/affectational orientation.

Today the challenges and potential opportunities posed by employee diversity in

the American work force are a growing reality. Since 1970, the number of women as a percentage of the total labor force has increased from 25% to 50% to date (Jamieson and O'Mara 20). In 1985, people of color made up 3 percent of the work force. By 1988, that percentage had risen to 18 percent. In 1990, they constituted 46 percent of the American work force. During the next decade, women and people of color are expected to fill 75 percent of the more than 20 million new jobs created in the United States (20). Two-thirds of all global migration is into the United States (19). But this country is no longer a great "melting pot" where new comers are eager to shed their own cultural heritages and become homogenized Americans. Today, most immigrants are from very different cultures - - predominately Asian and South American and they are blending into the mainstream of American life. Rapidly changing demographics are forcing more and more people different from themselves--people who they do not understand and who have unique values and ways of doing things--into the work force. In

some organizations many employees cannot communicate with one another or with customers in their first language.

More women are entering the work force than ever before. Women will approach 50 percent of the work force by the year 2000 (Human Capital, 1988 123), when six out of seven working age women will be at work. Almost two-thirds of the new entrants to the labor force will be female (Johnston and Packer 19), increasing dual career families to 75 percent from 55 percent in the late 1980s ( Managing Now for the 1990s 46).

In a cross-sectional survey of companies, 73 percent already report that 30 percent or more of their work force is female. A whopping 47 percent have a greater than 50 percent female population (Selbert 3).

With the significant increase of women in the work force during the 1970s and 1980s, researchers, business experts and sociologists are speculating about whether or not women and men work in the same ways or, if they differ, and/or how they differ (Jamieson and Omara 18). They have



hypothesized about what strengths each sex brings to the work place and how management styles might change as a result of the influx of women.

As we move further into the nineties and are affected by the shrinking of the traditional work force, a slower rate of the labor force growth, an increase of nontraditional entrants to the work force, and the mainstreaming of workers with disabilities become even more important.

The survey of disabled Americans found that two-thirds of the working age disabled are not working, even though a large majority of this group say that they would like to work. Disabled persons are, therefore, much less likely to be working than any other demographic group under sixty-five (International Center for the Disabled 1).

While federal law requires companies that have federal contracts over \$2,000 to provide equal employment opportunities to persons with disabilities, it is still believed by most that persons with disabilities often encounter discrimination (23).

Most persons with disabilities are far more capable than nondisabled persons are aware. "There's often a disparity between how a person looks and what he or she is capable of accomplishing," says Gordon Burkhard-Schultz, director of AID, an Alameda County, California agency that helps place the developmentally disabled with employers (Jamieson and Omara 5). The large number of people with disabilities and the shrinking number of new entrants to the work force indicate that an increasing need exists to hire and fully utilize workers with disabilities.

The proliferation of cultural backgrounds at work brings to the surface many varieties of values, work ethics and norms of behavior that are ethnically and culturally rooted. Attempts by managers to work together with employees of different backgrounds are likely to be hampered by communication issues, insensitivity, and ignorance of each others' motivation.

Prior to the 1970s, there was a very different profile in the work force, in both demographics and attitude. It was more

homogeneous with a large dominant majority and few visible minorities. Individuals who were different were either assimilated into the work force, isolated from the majority of workers, or ignored. The average member of the work force of the past was male, white, approximately twenty-nine years old, and with fewer than twelve years of education. These men were usually married to homemaker wives, had children, and worked within their region of birth. A high degree of similarity and a generally less liberal society led to a prevalence of commonly held beliefs and values about such topics as work, men, women, minorities, age, authority, and family (Jamieson and Omara 14). The man of the family held a job; women generally worked in the home or in one of a few acceptable types of jobs. Only certain jobs were open to ethnic minorities. It was understood that people received a fair day's pay for a fair day's work.

In the past, most women who worked outside the home had traditionally "female jobs," such as teaching, nursing, or clerical positions. A few minority groups were

visible in the work force. Many workers had a high school or college degree, although a significant portion did not. Some workers had non-traditional values and beliefs, which were considered to be deviant. However, these relatively few exceptions paled in numbers and influence compared with the massiveness of the predominant work force and almost universal profile of those who managed and made decisions. (15)

As a result of our colonial history, most American businesses and institutions have been shaped primarily by the values and experiences of western European white men. These "founding fathers," of U.S. industry, mainstream politics, government, academe, and society were responsible for institutionalizing many of the norms, expectations, habits, behaviors, and traditions that are the integral of contemporary organization cultures (Loden and Rosner 28). As the architects of industry, government, and education, they created cultures that reflected their own values and experiences and that supported their priorities and goals.

One major consequence of these historical events has been the continual undervaluing of others with core identities different from those of western European, white, heterosexual, physically able-bodied men. Although individuals different from the founding fathers now compose the vast majority of our society as well as the American labor force, they nonetheless continue to be viewed as others who are outside the cultural mainstream in many institutions. This marginal positioning leads to limited career opportunities and low expectations for most diverse people.

Much of the federal litigation of the late 1960s and 1970s was aimed at increasing the presence of diverse people - those outside the dominant group with respect to the primary dimensions of ethnicity, gender, physical ability, and race - in "nontraditional" jobs throughout the American work place. Such nontraditional jobs included the vast majority of executive and professional positions, as well as male-dominated occupations in many technical fields (29).

As a result of early civil rights law enforcement, we now see diverse people in many places where none were encouraged to go before. However, while equal employment law has increased the presence of diverse people in nontraditional jobs, in most instances it has substantially strengthened their individual power or their collective voice. While they are present in more technical jobs and at higher management and professional levels, they are still marginal in many respects. One of the main reasons for them remaining marginal is because most organizations and managers continue to operate under the false assumption that "otherness" is a liability rather than an important asset.

The changing composition of the work force is creating new challenges for the management of work, workers and the workplace. An unprecedented number of forces are reshaping the way we think about the management of organizations and people. Shrinking labor force growth, changing job skills requirements, significant shifts in demographics, and changing values are

converging to create a new work force in the 1990s. "By attracting, integrating, and retraining an increasingly diverse, nontraditional work force, organizations are also paying serious attention to global competitiveness and its productivity, quality, and service components."(Jamieson and O'Mara xv).

Like any significant change, increased diversity within the work force is difficult to acknowledge, particularly among those who consider themselves to be part of the cultural mainstream. The magnitude of this change is already demanding new responses from each of us, though we may prefer to deny its import in an attempt to maintain our own levels of comfort and to reinforce the status quo. Despite this tendency to deny the existence and impact of change, it is difficult to argue with the current trend.

Here are some predictions about the ways in which the American work force will change:

- \* Throughout the 1990s, people of color, white women, and immigrants will account for 75 percent of the net growth in our action's labor force (Jonston and Packer 95).

\* In 1980, women made up 43 percent of the total work force. By the year 2000, they will account for more than 47 percent of the total work force, and 61 percent of all American women will be employed (19).

\* In 1980, blacks made up 10 percent of the total work force and Hispanics accounted for 6 percent. By the end of the 1990s, women and people of color will make up 75 percent of the total labor force. (Kiplinger and Kiplinger 165).

\* In this same decade, the American work force will continue to mature, with those in the 35-54 age group increasing by more than 25 million from 38 percent of the work force in 1985 to 51 percent by the year 2000. At the same time, those in the 16-24 age group will decline by almost 2 million, or 8 percent (xix).

The purpose of this study is to assess new management strategies that are sensitive to the needs of a multi-cultural population in today's work force. The text elaborates on the cultural barriers employees are facing in the work force, such as achieving upward mobility, racism and prejudices,



stereotypical behaviors, insensitivity to  
cultural differences and language barriers.

REVIEW OF LITERATURE

Knowledge about the way people from different cultures learn and master the work tasks that confront them could be considerable value to those responsible for designing, presenting and evaluating the management development and training activities for various clientele. Despite a growing need for knowledge about effects of race and ethnicity in organizations, relatively little research on these issues has been performed and few reports have been published in the major management journals. A literature review and a survey of authors in the field indicate that the factors responsible for this problem fall into two categories: 1. Factors limiting the amount of work done on the issues; and 2. Factors hindering the publication of completed work (Cox 5).

Underlying many of these factors is the tendency for the effects of personal biases among authors, reviewers and editors to be especially severe with respect to this topic. Moreover, issues of racioethnic relations and heterogeneity, including the problem of

racism, have never really been resolved in the U.S. society in general(Loden and Rosner 42).

For the past few years, authors, corporations and managers, have recognized the fact that diversity is the key to solving most pressing global problems. Author, Marilyn Loden and coauthor, Judy B. Rosner of Workforce America: Managing Employee Diversity as a Vital Resource, are determined to help organizations value and manage employee diversity by providing the knowledge required to join in this crusade for cultural change. In addition to Marilyn Loden, the coauthor, Judy B. Rosner was doing valuable work in this field as well. Her curiosity began to develop with the passage of the Civil Rights Act of 1964. She began to see how women, people of color, disabled people, older people, gay men and lesbians were disadvantaged by virtue of being different. She looked for reasons but found no theories that explained this phenomenon to her satisfaction. It was clear that the influx of women and people of color in the American work force was creating confusion,

discomfort, and irritation that got in the way of good work relationships. She continued reviewing the growing literature on the complex sociopolitical forces that disadvantaged women and people of color keep at work. It was becoming apparent that "otherness"-- or being different from those in the dominant group -- seemed to be a major issue that both employees and organizations were struggling to manage. She learned that the reason women and people of color tend not to receive tenure at colleges and universities is because the research focus and methodologies are often considered "nontraditional" and therefore "not scholarly." This seemed to parallel the "glass ceiling " problem that existed within business and government (Rosner viii).

In their book, Workforce America! Managing Employee Diversity as a Vital Resource, Rosner and Loden attempt to confront the complex, subjective, painful, yet fascinating nature of the otherness issue. In practice rather than theoretical terms, it makes a case for the importance of managing diversity as a vital resource in

order to maximize organizational effectiveness. Sondra Thiederman, author of Bridging Cultural Barriers for Corporate Success, takes another approach to the term diversity. Thiederman points out that the idea of diversity in the 1960s depended on what clubs a classmate joined or whether a student was a "brain" a "jock" or a member of the folk song society. Today, the term diversity has taken on a far different meaning. Today, Hollywood High, Thiederman's alma mater, now has roughly 87 percent foreign born students. The students come from fifty-nine countries and speak ninety different languages (xiii). This degree of cultural and language diversity may be extreme, but it symbolizes the remarkable demographic changes that are affecting the United States today. The purpose of Thiederman's book is to supply the management tools which will perpetuate the tradition of harmony and growth. The book takes a straightforward look at the complex subject of cultural diversity. It's an easy-to-use guide that escorts readers through the often perplexing terrain of the multicultural work

place.

Managing Workforce 2000 by David Jamieson and Julie O'Mara is the first book that confronts the critical leadership issue of management and organization of the nineties: how to manage the changing work force (xiii). While the word diversity is one of the new management buzzwords and has been written about often, this book is the first book for managers with a systematic framework for taking action (xiii).

Managing Workforce 2000 is unique in that it starts with a broadened view of diversity, adding values, age, disabilities, and education to the more common interpretation that focuses exclusively on women and ethnic groups. Most importantly the literature focuses on the managerial and organizational implications for a new work force. It strikes at the heart of the problem: how organizations must change to accommodate the new diversity. To say we must "embrace diversity" is all well and good, but this literature describes how managers actually go about the "embracing." It also describes how organizations must

change policies, systems, and practice to mesh the needs, preferences, lifestyles, and values of the contemporary work force.

In the article, "Tapping the Power of a Diverse Workforce," the author, Patricia A. Galagan points out that she was writing 83 years since Israel Zangwill first wrote of the American "melting pot," referring to the European immigration experience in this country. And it's been 27 years since Title VII of the Civil Rights Act of 1964 banned employment decisions that discriminate on the basis of race, color, religion, sex or national origin.

"Affirmative action has indeed added variety to parts of the work force that were once all white, Protestant, and male," says Galagan. More than half the work force now consists of people other than white, native-born males. A 1987 report from the Hudson Institute, Workforce 2000, predicts that its numbers of white native born will decline even further in the next 10 years. In the year 2000, one out of four employees will come from a minority group (39).

White male attitudes and work styles are

still the norm for most U.S. companies. But that too is changing in the face of a variety of corporate programs that come under the catchword of diversity. If affirmative action helped recruit a rainbow work force, diversity programs have helped minorities gain understanding -- and better jobs.

But a new wave of diversity programs is building in corporate America. The new programs differ from the past efforts in one significant way: they treat diversity as a business issue -- one that affects a company's performance.

One of the most influential writers in this field of Management Diversity is Roosevelt Thomas, president of the American Institute for Managing Diversity, a non-profit research center affiliated with Morehouse College in Atlanta, Georgia. He addresses the particular issues that corporations are concerned about in managing a diversity of employees.

Several years ago when Thomas served as dean of the Atlanta University Graduate School of Business Administration, a corporate manager asked why the school did



not develop "something" to help white males manage their black employees. This suggestion led Thomas down a long road of inquiry and ultimately resulted in his book Beyond Race and Gender.

His first reaction to the notion of helping white males manage blacks was mixed (xiii). He wondered why there was a need for special assistance with blacks. In a real sense, he was offended by the suggestion that extra help was required for blacks. But after considerable thought and research, Thomas realized that all corporations--regardless of the quality of their affirmative action efforts-- were concerned about mobility and retention of blacks. As a means of testing the proposal to develop a special program, Thomas undertook a review of the literature to see what had been reported about the experiences of blacks in corporate America. He made two discoveries: One, only a few writers looked at the experiences of blacks--or women--from a managerial perspective; instead, they examined from the perspectives of race relations, interpersonal relations, or legal, moral, or, social

responsibility. Very few researchers started with the view of determining the implications for a manager seeking to create a corporate environment that would work for everyone (xx).

Two, most of the available works described the experience of blacks and women in corporate America and offered them advice for being successful. These efforts were mainly aimed at helping blacks and women understand their circumstances and challenges and preparing them for effective assimilation into the mainstream (xvii).

All of this told Thomas that here was an unfilled need: to understand through systematic research the managerial experience of managers with blacks and women so that insights could be gained as to how white males might better manage them (xviii).

Shortly after launching the American Institute for Managing Diversity, Thomas came across studies previewing what eventually would become Workforce 2000, the widely discussed report prepared by the Hudson Institute and the Department of Labor. These preliminary glimpses led to three

conclusions: (1) The issues Thomas proposed to research applied to minorities in general, and not just blacks. So Thomas broadened his focus to include other minorities and women. (2) Not only would white male managers have to manage people not like themselves, but all managers would face this challenge. So Thomas aimed his assistance to all managers: not just white male managers. (3) Employees differ not just on the basis of race, gender, and ethnicity, but also on a variety of other dimensions such as age, functional and educational backgrounds, tenure with the organization, lifestyles, and geographic origins--just to name a few. Thomas believed that these dimensions and others had to be included when considering work force diversity.

The main point of Beyond Race and Gender does not call for ignoring race and gender factors, but for recognizing that they are part of a larger, even more complex, picture and that sustainable progress with these issues in corporations will have to be based on the managerial perspective. Further, the notion does not call for abandoning the

traditional affirmative action perspective grounded in motives of legal, moral, and social responsibility, but rather for the expansion of this perspective.

Beyond Race and Gender presents the results of six years of developing a working definition of managing diversity. It is intended for managers seeking to achieve sustainable progress with diversity issues and to gain a competitive advantage for their organizations (1).

Companies now realize they must attract, retain, and promote this full spectrum of people just to keep the business running. So great is their need that advice on the management of diversity has suddenly become a growth industry. Roosevelt Thomas is one of the most influential writers and speakers in the field of Managing Diversity. He often writes in newspapers about the topic Managing Diversity and its problems.

"A few companies, including Avon, turned to him out of urgent need. More and more companies followed suit, and today the voice of Roosevelt Thomas is heard--and listened to-- in boardrooms throughout the land" (ix).

For 12 weeks in 1992, Dr. Thomas wrote a new management column in the Atlanta Journal and Atlanta Constitution that outlined his theories on how to meet the challenges of managing in today's diverse work force. Thomas' first topic was "Employees need help in shifting mind-sets to bring about change." He points out that across the country, executives are faced with launching efforts to manage diversity in their companies. Thomas gives a list of guidelines based on what he has advocated and seen in practice over the past seven years ("Getting Started on the Road to Change in the Workforce." (H2).

Of paramount importance is fostering changed attitudes about how employees do things and not just how they think about things. Managers must help them change their mind-set (H2). Everyone involved must shift from seeing affirmative action as they approach it as just a first step. They must shift from fostering diversity for reasons of legal, moral or social-responsibility to realizing its significance as a business in the work force. They must define diversity

not just as minorities, women or the disadvantaged, but to include an infinite number of dimensions to encompass everyone. Thomas emphasizes education rather than training. Education has to do with how we think about things; training involves ways of doing things. Training builds specific skills; education changes mind-sets (H2). Another one of Thomas' articles in the Atlanta Constitution is titled "Resistance to diversity comes in various forms," It talks about how the process of managing diversity encounters serious resistance from a number of sources. A few of the sources are the following:

**\* Insufficient motivation:** Most managers continue to see "diversity" as a legal, moral or social responsibility rather than as a business issue. As a result, diversity remains a "fair-weather" agenda item -- a luxury to be pursued when business results allow it and relegated to the back burner when sales or profits dip.

**\* Loyalty to assimilation:** Some managers are so steeped in assimilating that they cannot imagine conditions under which employee

diversity would be acceptable. They worry about what would happen if all employees "did their own thing." Other managers believe that the company's values are so appealing that few people could object to them. The issue is not whether managers like their company's values, but whether the values will help them manage an increasingly diverse work force.

**\* Insufficient understanding of culture:**

Education will be needed to help managers become comfortable with the concept of the new corporate culture and the mechanisms for building, changing and maintaining it. Managers must come to see corporate culture as one of their most effective tools for influencing employees.

**\* Narrow definition of diversity:** Limiting diversity's impact to the concerns of minorities and women, and ignoring diversity's other dimensions blocks understanding. It is extremely difficult, for example, for a white male who defines diversity in terms of minorities and women to stifle concern about reverse discrimination and preferential treatment.

\* The "isms": Racism, sexism, and other "isms" still plague the work place, and they keep people from fully accepting managing diversity. While the "isms" hinder advancement, they do not absolutely prevent progress. Managing diversity is possible, although difficult, in their presence ("Resistance to Diversity")

Another article of Thomas' is titled, "Get to 'root' of problem to bring about changes." If companies are to move forward with basic changes required for managing diversity, their managers will have to be open to changing the assumptions -- or roots -- of their corporations. Thomas disclosed two critical root assumptions that don't foster diversity:

Root One: We are all one happy family. Most people see family as an inclusive term and view it as a warm, cuddly environment. That is true for those who are already members. But entry into a family is not easy. It takes birth, marriage or adoption to get in, and almost all families are homogeneous. If you're in; you're in. If you're not; forget it. Anybody who forces



his or her way into the family is likely to be viewed as the enemy ("Get to 'Root' of Problem").

**Root Two: We should follow the Golden Rule:** Do unto others as you would have them do unto you. Sounds perfect. But this assumes everyone is like you and wants the same thing. As the work force becomes more diverse, treating everyone like you want to be treated doesn't work. You must consider treating others as they want to be treated. An example: In one corporation, women employees felt the company's environment was not nurturing. The men believed it was, in the same way a sparring partner nurtures the boxer. Similar shortcomings often can be identified for other roots that appear attractive. The point is not whether the manager likes the corporation's roots but whether the roots will enable the manager to tap the potential of all workers.

As a manager explores how to change, remove or add to these basic assumptions, he or she may experience resistance from employees. Thomas calls these people root guards -- those who make sure the company's

roots are not unnecessarily disturbed. The manager should not be discouraged. If he or she is firmly grounded in an understanding of the sound business reasons for managing diversity, she more likely will be able to convince the root guards that the risks of not changing out-weigh the risks of changing (20 October 1991 H2).

Thomas says that in the trenches managers lose focus on key issues. "Managing diversity presumes that the manager's principal responsibility is to create an environment that allows all employees to reach their full potential in pursuit of corporate objectives. The reality is that most managers do not accept this task as their main function," says Thomas ("Managers Lose Focus").

Despite recent trends toward participatory management styles, most managers in the trenches still practice the old top-down directive style. They define "managing" as being a model, showing how the work should get done. Their "best" employees are those who come the closest to being clones of the boss. They are what Thomas

calls "doer" managers. For these managers, managing the business means doing the work. An accounting manager, for example, means practicing accounting. Doer managers make statements such as: "I wouldn't ask my people to do anything I wouldn't do myself. I roll up my sleeves and get in the trenches."

Doer managers perceive themselves as the center of the action -- the "chief doer." They believe that the corporation values their abilities to do so much that other people have been assigned to them as a way of expanding their personal capability to perform. They believe, in other words, that employees are there to function as their extensions so that their ability to do is enlarged (Atlanta Constitution H2).

To grasp a better understanding of how managing diversity really works, I decided to write Dr. Thomas and inform him that I was a graduate student writing on the topic of "Managing Diversity" and would like to attend one of his seminars. He invited me to the Management Simulation seminar. The purpose and background of the seminar provided the link between a theoretical understanding of

managing diversity and an actual work environment. Participants became part of a simulation with all the complexities and problems of a working business environment: training, rewards, management assignments, production contracts, evaluations, organizational culture and a "bottom line" that measures success against the competition (which was right across the room).

In the management simulation, we actually experienced the implementation of a managing diversity initiative--and felt the benefits of successful implementation. A typical session accommodated twenty-five people and ran for two-and-a half days. Through task-oriented exercises and learning modules, we experienced the increased effectiveness that results from managing diversity principles and techniques. Attached are some of the readings discussed and examples experienced in the simulation.

Through this experience, we had the opportunity to learn, through doing, what it takes to launch a managing diversity initiative and experience the critical nature

of such factors as timing, personnel, communications, resources and organizational readiness in the successful implementation of an initiative.

Wickenby, USA, a simulation workshop developed by Roosevelt Thomas, suggests that people in the following positions should attend: senior managers, line supervisors, line managers, human resources professionals, members of a managing diversity task force, those responsible for corporate systems and those who are skeptical about managing diversity as a business issue. It is truly an educational and rewarding experience.

To make minority hiring pay off, top companies are working to learn how to manage diversity. An article in the May, 1990 Newsweek, "Post Tokenism," brings to our attention that companies are turning to experts to explore the harmful effects of subtle bias. Top managers at Ortho Pharmaceutical surveyed their black and female employees. To their dismay, they found that most of them were in positions beneath their qualifications. "It would be the same if we had a piece of equipment that

was only producing 80 percent," says Conrad Person, human-resources manager (37). Eager to get a greater return on its investment, Ortho hired a consultant to learn why minority workers weren't advancing. The conclusion was bias on the part of management. Today, all Ortho executives and most employees have gone through workshops designed to help understand on-the-job "diversity." A diversity advisory committee and a cooperative program for minority students have been created. Person says his company had no choice. "If you want to exclude women and people of color, you are going to have to look harder and longer to find the people who can be successful in your organization"(37).

Ortho isn't alone. Businesses from oil companies to white-shoe consulting firms are beginning to respond to the demands of "Workforce 2000," the new buzzword for labor force that is gradually being transformed by women and minorities. According to the U.S. Department of Labor, native white men now account for only 45 percent of America's 117.8 million workers. Over the next few

years, that share will decline to 39 percent. Only 15 percent of people entering the work force from 1985 to 2000 will be white men. Corporate America is beginning to realize that to make the most of nonwhite workers, it must move past hiring goals and tokenism and learn how to keep, motivate and promote minorities as well (37). "Just from an economic standpoint," says one recruiter from Amoco Corp., "if we're going to attract and keep those employees we're all going to have to change our attitude" (38)

Not everyone is embracing the new talk of "diversity management." Some companies feel they don't have the time or money for sensitivity training. Others worry about alienating white male managers. Still others don't feel that the demographic changes will hit home.

In an article in the April, 1991 Training and Development Journal, William Cross, Badi Foster, Bailey Jackson, Gerald Jackson and Rita Hartman speak on "Workforce Diversity and Business." They tell us that the organization that competes successfully in today's business market-place makes it a

priority to provide capital or responsive, market-oriented products and services to clients and customers. And the way an organization communicates these priorities is by tying them to the company's mission plans. Successful companies know that without such policies they fail to remain competitive.

What American business isn't certain of, however, is how work force diversity affects a company's competitive abilities. The article discusses the radical demographic transformation the United States is experiencing. Some studies have projected that by the year 2000, white Americans will be in the minority, as their number is surpassed by Americans of Indian, Asian, African, and Spanish descent, to name a few.

Despite continued discriminatory employment practices and the fact that poverty limits the future potential of many of today's minorities, demographic trends combined with certain progressive forces are beginning to result in the social mobility of more Asian-Americans, blacks, Mexican-American, Cubans, and other minorities (38). The combination of an older, shrinking white



America and a younger, growing minority population means that industries that strive to remain white and male-dominated will find their pool of competent workers falling short of demand (39).

The workforce is not the only recipient of demographic change. Diversity also has become a major factor in new domestic submarkets. Over the last 15 years a significant number of Asian Americans, Afro-Americans, Mexican-Americans, and women have entered the middle class. Although self-interest and individual circumstances generally determine the purchasing and investment decisions of these groups, minorities do have special interest groups and investigative associations that monitor corporate employment practices (39). Given this fact, it is foolish for a company to maintain discriminatory employment practices if it plans to court the business of minority groups.

A diversified work force may also provide a company with greater knowledge about the preference and consuming habits of minorities and women, thus helping the

company develop new marketing techniques. In fact organizations may find that they can market items normally associated with a single ethnic group to a larger segment of society.

Domestic markets aren't the only ones affected by demographic diversity. American industry is becoming involved in international markets at an ever-increasing rate. The days are gone when only white male Europeans stationed in foreign lands negotiated large-scale business transactions with other white males. More commonly, the key actors in international trade represent a culturally diverse group.

The authors point out in "Workforce Diversity and Business" that American businesses that fail to employ and develop people representative of diverse communities and countries are, in effect, choosing to restrict severely their client and customer base. On the other hand, companies whose management validates and articulates a strong commitment to employee diversity--and competence in managing that diversity have a business policy designed to position them for

a greater market share at home and abroad.

Marcus Marbry, a Bureau Reports employee of Frank Washington in Detroit, wrote a very interesting article in Newsweek, May, 1990, entitled, "Pin a Label on a Manager and Watch What Happens." This article shows how everything from race and gender to political affiliation can affect how a worker is treated. Seminar leaders decided to play a game called "labeling." A piece of paper with a characteristic written on it is placed on a manager's forehead, but the manager can't see it. If the label ("CEO") causes others in the seminar to react with respect, the manager soon becomes confident and outgoing. If the words ("militant feminist,") elicit negative responses, the manager often grows hostile and silent. One of the games demonstrated how an Asian executive for a multinational company, transferred from Taiwan to the Midwest, appeared aloof and autocratic to his peers. Another example showed how when a West Coast bank embarked on a 'friendly teller' campaign, its Filipino female tellers wouldn't cooperate (43). Another example-- a white manager criticizes

a black male employee's work (43). Instead of getting an explanation, the manager is met with silence and a firm stare. It sounds like the transplanted executive is "arrogant"; the Filipino women are "unfriendly"; and the black man is "hostile". Not exactly. It turns out that Asian culture encourages a more distant managing style; Filipinos associate overly friendly behavior in women with prostitution, and blacks, as a group act more deliberately, studying visual cues, than most white men(43).

These generalizations are not just stereotypes. They are part of the education--or reeducation--that goes on in diversity-management seminars. Seminar leaders outline cultural styles to alert managers that things aren't always as they seem. Dianne La Mountain, a Richmond, Virginia consultant, likes to point out differences in the way whites and blacks handle disputes. "Whites, when arguing, tend to move toward each other and touch the other person's shoulder to calm him down. But Blacks see [that as] a threat," says LaMountain (44).

Most diversity experts stress that what

passes for "corporate culture" is really male culture. "The Anglo male model is the standard," says consultant Thomas Kochman. Action is valued more than deliberation; reason more than intuition; leading more than asking. "The boardroom is treated like a battlefield," says consultant Madeline Swain, "but combatants aren't supposed to take conflict personally" (44).

For many women and minorities, following these rules doesn't come easily. Yet, when they try to conform, they can run up against other preconceptions. "If a black man is highly competitive, he is counseled not to be so aggressive," says consultant Elsie Cross (45). "If a woman is seen as aggressive, she's considered to be bitchy" (45). Experts say managers should draw on a variety of skills. In a sales meeting, for instance, blacks and women are often good judges of a client's nonverbal cues, watching how things are said, not what is said.

Carmen Colin of ODT Inc., a Cambridge, Massachusetts consulting firm, says that the seminars can get tense. "There's an enormous amount of resistance. The dominant culture

fears they are becoming a minority", says Colin (43). Accusations of racism and sexism are common. Yet the point is not to place blame. "In most cases, white male managers don't mean to discriminate," says LaMountain. "Their actions do have a negative impact, only nobody tells them (43)." No one believes a daylong seminar can automatically produce greater harmony in the office, let alone greater productivity, but speaking from experience with the Management Simulation seminar with Dr. Thomas Roosevelt, it can be a start.

SELECTIVE REVIEW AND EVALUATION OF RESEARCH

Mainstream American culture, for example, theoretically places great value on equality among its citizens. Although this idea is treasured by the majority of society, it is not consistently practiced. Examples of the dichotomy between that which is held up as ideal and that which is actually practiced are found throughout the world and is one reason that learning about diversity can be so complex. Along with diversity in the work force comes cultural barriers: ill prepared managers in a multicultural work force, racism, stereotypes, diverse value gaps, insensitivity to cultural differences, language barriers, culture shock, age and disability. The root of each barrier will be discussed and how they affect managers from getting the highest level of contribution from their workers to be productive, efficient and harmonious in the work place.

Many managers -- whatever their ethnic backgrounds - are ill prepared to handle the kinds of differences now found in the increasingly multicultural work place.

Surveys of managers in corporations and public agencies reveal that the vast majority had no contact with other cultures or races until adulthood.

Many Americans have attended somewhat or completely segregated schools and lived in racially unmixed neighborhoods, unexposed to people who are different from themselves. Many schools teach very little about the world's different religions, politics, values and traditions. And they teach very little - if anything - about the ethics, philosophies, and experiences of various ethnic groups that compose our nation.

The growing diversity of the American work force is compelling companies to address potential attendant problems. There are a number of efforts companies should consider in dealing with work force diversity. It can generally be classified into three approaches. The first approach is implementing "awareness training" to help employees become more sensitive to, and less biased against others. The article in June, 1988 Personnel, "Making the most of Cultural Differences at the Workforce" interviews one



hundred line managers, equal employment professionals, and human resource administrators, as well as over 25 cross-cultural educators and trainers regarding how cultural diversity among employees is changing the U.S. work force. One of the questions was, "Are race and gender still issues in today's organization?" Virtually everyone answered differently, but as Copeland observes, this survey confirms overwhelmingly, yes!! "Yes, prejudice persists and cultural misunderstanding compounds the problem" (Copland 53). Darwin Davis, senior vice-president of external relations at the Equitable Life Assurance Society says: "If you want to know if there is an issue, look at management. There are few women and fewer minorities at the top. There is the excuse that women and blacks haven't been in the labor pool long enough to work [their way] up, but that is comical"(53). There are plenty of women and minorities qualified for any one of the top jobs. The real problem is comfort level. "People are comfortable with others who look, act, and think like themselves," says Davis

(53). Davis also believes that distrust of the abilities of others causes discrimination. He points out that when today's most prominent and highly paid CEOs were in school, science professors across the country were teaching that blacks had smaller brains than whites. These CEOs' attitudes and beliefs were undoubtedly influenced by such training. Davis says, "The people running our companies and country are not necessarily bigots, but they have deep-rooted beliefs that blacks are less competent"(54). The second approach is treating diversity as an organizational and management concern, with efforts focusing on what aids or obstructs diversity management. The third approach is systematically reviewing company policies and practices to see how they incorporate diverse needs and preferences. Diversity training programs cannot consist of education alone if they are to succeed.

What is more important is altering policies and systems to create opportunities for attitude adjustments, skill development and rewards (Jamieson and O'Mara 190).

Stona Fitch at Proctor and Gamble says

that they have dealt with the obvious barriers, but now "we have to find out what remaining subtle but powerful forces are keeping a sizeable group of employees from making progress," says Fitch. She explains that one way in which companies "derail" minority employees is by denying them the chance to succeed or fail. "They are overprotected and kept in training. On the other hand, when women and minority employees do receive a chance, others are overcritical, give up on them too soon, and fall back on stereotypes," said Fitch ("Valuing Diversity," Personnel 58). Women and minority employees complain that they have to perform 150% or better than white males in order to advance. But these tendencies--to "protect" minority employees from challenges, and to judge their efforts harshly--stem from the manager's expectation that they will not perform as well as others (58).

When we look back at patterns of early socialization, it is easy to identify the many sources of prejudice that children are exposed to growing up in society. Initially we learn about the prejudices and stereotypes

of our parents, teachers and other authority figures in the educational, political, religious, and civic organizations we belong to. While we may independently reject some of what we hear as false, we accept much of what we are told as accurate and reliable information about "others." By negating people's individuality and values, stereotypes have a destructive, dysfunctional impact. In most situations, they minimize the talents, potential, and accomplishments of others (Loden, Rosner 69). Even when stereotypes appear to be glorified in exaggerations, such as, Asians are mathematical whizzes, they set narrow, inflexible expectations(70).

"Experts point out that in order to make predictions we need to apply general knowledge to specific situations. But too often what we call knowledge is really widely accepted misinformation instead"(58). Stereotypes, for example, are often invalid, and prevent us from making accurate judgments about individuals who belong to a group (58).

And because stereotypes powerfully influence decision making, the human resource manager who accepts them may fail to make the best hiring decisions, and may channel women and minority employees into certain types of jobs, often with a detrimental effect on their career development. "Many women and minority employees say that they have to prove their competence, while white men typically are assumed to be competent until there is evidence to the contrary. Moreover, untested assumptions about job requirements disqualify women if, for example, they are deemed insufficiently "aggressive" for sales as not "tough" enough for management when, in fact, other styles might be equally effective in these fields (59-60).

Stereotypes can only contribute to reinforcing fundamental prejudices and our personal superiority/inferiority beliefs about "others." Over time, they lead to low trust, low productivity, and increased disrespect among people of diverse core identities. "To date, no organization has even attempted to measure the degree to which stereotyping creates friction, wasted human resources, and distracts people from work" (Loden, Rosner 72). Yet, to say that everyone has some daily exposure to the negative consequences of prejudices and stereotyping in the work place is not an overstatement. While we may not be directly

involved in each occurrence, we all witness countless examples where people misjudge others, ignore their potential or their contributions, and treat them according to type.

According to several recent university studies, stereotyping is a serious impediment to the career success of both women and people of color. In particular, these studies have shown that:

- \* Women leaders receive negative, nonverbal feedback when they display behaviors positively reinforced in men (Berman 26)
- \* People who display negative, nonverbal reactions to others are seemingly unaware that they are doing so (Bass 55)
- \* Even when the performance of men and women was perceived to be equal, participants asked to give hypothetical pay raises consistently gave men more (Nieva, Gutek 267-76).

\* Counteracting negative impressions by becoming more assertive may not work well for others. In fact, the more women talked in one study, the more they were ignored (Berman 26)

\* The same principals of negative stereotyping have been found to apply to blacks as well as to women (26).

Cross-cultural misunderstandings and conflicts can occur any time employees with different training experience and approaches interact in an organization. As a result of differences -- whether ethnic, regional, functional, or professional--each side is likely to dismiss the other. Each fails to understand the framework in which the other operates, and each assumes that the other is wrong. Even in the best case, when both employees involved are well-intentioned, compromise is possible. In the worst case, when racism and sexism are present, the conflict can seriously hinder productivity and cooperation.

Failure to understand cultural differences can lead to misunderstandings,

poor performance and unwise hiring and firing decisions. Even well-meaning people can do harm if they fail to understand cultural differences. A human resource manager, for example, might willingly hire newly arrived refugees but later become exasperated--and eventually fire the employees--when they fail to meet expectations and others complain that the new comers make them "uncomfortable." In such instances, proper management of cultural differences can lead to harmony and elicit the maximum contribution from diverse workers--while poor management of those differences can increase divisiveness and tension in the organization (Copeland 54).

Joan Green, director of employment opportunity programs at the Quaker Oats Company, warns companies that do not value diversity:

People in non-traditional roles try to look like the successful people--white males--with the effect that people whose value to the organization lies in their individuality and creativity lose it when they conform ... Or they get fed up with selling out--so they leave or get fired because their performance deteriorates (60).



For the corporation, the result is lost profits. For the government agency and non-profit employer, the result is failure to accomplish their missions.

A large percentage of our managers are "culturally deprived." The majority of today's managers are white males who grew up with little exposure to people from other cultures--and the management training they have received has generally been based on the assumption that "managing" means managing a homogeneous white male work force (45). Many recent management fads, too, fail to address the issue of cultural diversity--with the result that some are extremely inappropriate in our multicultural environment. For example, one very popular audio cassette recommends that managers touch their employees. But many people--including Asians and women--do not want to be touched by their supervisors (45). A highly popular training film for managers shows an Asian employee being publicly rewarded for his contribution with a lot of loud and silly commotion and pats on the back. The man is obviously humiliated. Many Asians and American Indians

prefer rewards that are less public and more personal (46).

Countless management training programs dealing with such issues as motivation, sales delegation, communication, and participatory management make sweeping recommendations without regard to different attitudes; for example, competition, openness/directness, authority, and responsibility. Companies that value diversity are beginning to recognize that it is not enough for training programs to include the "politically correct" racial and gender mix in audiovisual and "stand-up" presentations; in addition, the programs' contents must deeply reflect the diversity of cultural values in today's work force and marketplace.

A great deal of ethnocentrism is centered around language. Language issues are becoming a considerable source of conflict and inefficiency in the increasingly diverse work force throughout the world. According to H. Ferguson, language makes culture possible (Fernandez 41). It makes possible the concepts that govern people's behavior and their beliefs, values, and

attitudes; and this makes business possible within a culture. To go global means to be able to find common understanding of what those concepts mean in other languages and other cultures (41).

According to a research that was conducted in 1990, only 33 percent of the employees surveyed were not at all bothered when they heard other employees speak in a language they did not understand. In particular, white men (47 percent) and Native American men (46 percent) are most likely to be bothered to a great extent and Hispanic men (15 percent) are bothered the least(43).

A seminar was conducted with over 5,000 employees among different major corporations, and the most frequent problem noted was that 70 percent of the employees in the study spoke English as a second language and were from Asian countries. It was noticed in the study that many Americans like a French accent; they think it is beautiful. They like the English accent; they think it is aristocratic. They like the German accent; they think it's elegant. However many of these same people complain that Spanish

accents do not have nice tones, and Asian accents are too complex, harsh and hard to understand (43). No corporation can be competitive if co-workers avoid, don't listen to, perceive as incompetent, or are intolerant of employees who have problems with the language. In addition, these attitudes could be carried over into their interactions with customers who speak English as a second language, resulting in disastrous effects on customer relations and, thus, the corporate bottom line.

In this world, conversations are negotiations for closeness in which people try to give confirmation and support. They try to protect themselves from others' attempts to push them away. "To most men, life is a contest, a struggle to preserve independence and avoid failure," says Deborah Tannen, a professor of linguistics at Georgetown University. For women, life is "a community, a struggle to preserve intimacy and avoid isolation," says Tannen(38). Though there are hierarchies in this world too, they are hierarchies more of friendship than of power and accomplishment. If

Tannen's observations have a particular ring, perhaps it's because these kinds of differences in conversational style tend to be a key point of conflict in business--and particularly in selling. And it's not just sales people either. Managers, too, have experienced the "communication gap."

Questions like, "Why does my employee always misinterpret my instructions?" "Why is he so defensive?" or, "Why won't she speak up in a meeting?" In an exclusive interview with the writers of Sales and Marketing Management, Deborah Tannen was asked about some of the many problems faced by salespeople and managers in their day-to-day communications with customers and colleagues. One of the most familiar communication "battlegrounds" is the sales call. The kind of conversational style differences in men and women that crop up the most in this situation are women who might have more difficulty responding to objections because they're not used to deflecting challenge. Instead, they interpret these challenges as personal attacks on their credibility. This is basically because of the way women have been

that when young girls play together, they tend not to challenge each other--at least not directly--and they try not to take center stage (quoted in Wiessendanger #39). Young boys, on the other hand, learn to deflect challenge early on. They use language to take center stage and keep it. When Marjorie Harness Goodwin studied boys age 6-14 as they played, she found that they established a hierarchical organization (40). The leaders told the others what to do. Giving orders and getting others to follow them was how certain boys got to be leaders. Tannen points out differences in style that men and women should be aware of. An important one concerns the way we respond to conversation. Women nod their heads and say, "Uh-huh" or "Yeah." But men often get the feeling that these utterances mean "let's get on with it, let's get moving," or, even worse, that the woman agrees with what he's saying. When it turns out she doesn't--which can easily be the case--the man feels he has been misled. A man is more likely to just listen. That makes women nervous; they think he's bored (40).

Male and female conversational styles can also affect communications with their employees. A female boss won't give a bold order the way men do. She'll say, "Do you think you can have this on my desk by ten a.m. Monday morning?" Of course, what she really means is. "I need this, so you'd better have it." A woman employee would hear that as, "She's the boss, she wants it. I'd better do everything I can to get it." But a man hears that and thinks, "She doesn't care that much, she doesn't need it." Then, when the female boss gets angry because it's not done on time, the man feels frustrated. He feels he has been manipulated or that she has been dishonest and is playing games, says Tannen (41).

Body language is another major difference between men and women. "Women tend to look right at each other when they talk, and they expect people to look right at them as well. Men who won't look at them make them nervous. They think they're not being listened to," says Tannen (41). Men, on the other hand, will often not look straight at the person they're talking to as a way of

being casual. If a man looks straight at another man, it feels challenging. If they look straight at a woman, they're flirting. Another important point is that there are very strong white/black differences in body language. When whites talk, they tend to break eye contact, then look back. When they're listening, they look intently. With blacks, it's usually just the opposite (42). The desire to affirm that women are equal has made some researchers reluctant to show they're different, because differences can be used to justify unequal treatment and opportunity. But there are gender differences--particularly in speaking--and we need to identify and understand them. When people don't recognize these differences, they end up attributing a problem to someone's personality, bad intentions, or lack of ability, rather than to conversational style.

It's not simply a matter of finding one right way to behave. One of the most important weapons in any salesperson's or manager's arsenal is a perceptiveness of other people's styles. If you can understand



your bosses, subordinates, and customers in terms of their style, rather than your own, you stand a much better chance of getting what you want.

Many immigrants in the work place may experience culture shock which is a state of mind that occurs when people find themselves immersed in a strange culture. One may ask, "How does culture shock affect the work place?" One certain effect of culture shock in the work place is that it diminishes productivity. It is not just an abstract concept that makes people unhappy; it is a phenomenon that must be dealt with if efficiency and harmony are to be maintained.

"Culture shock disrupts productivity because it produces mental states and behavior that interfere with good work habits and peak performances" (Thiederman 7). Among these are: depression, aggression, short attention span, irritability, frustration, desire to avoid contact with others, feeling of inadequacy, paranoia, loneliness and sensitivity to body language (8). The effect of most of these states on productivity is obvious, but a few warrant some discussion,

such as: feeling of inadequacy, loneliness, and feelings of aggression, frustration, and paranoia. Feelings of inadequacy have a profound effect on any worker's willingness to attempt new and challenging tasks. These feelings are amplified among cultures in which saving face is a paramount value. For such workers, to attempt a new task, to raise an idea in a meeting, or to volunteer for a difficult project is to risk a humiliating failure. The employees' fear of voicing ideas or attempting new tasks result in a lack of credit for his or her natural abilities, which lead to further feelings of inadequacy, and the cycle continues.

Loneliness can have adverse effects by causing the immigrant worker to associate exclusively with others from the same country in the workplace to relieve the feelings of isolation. This behavior, known as clustering, can create resentment among other members of the work force (8). If care is not taken to diffuse this resentment, it can lead to diminished teamwork and increased conflict. Particular sensitivity should also be shown toward feeling of aggression,

frustration, and paranoia, which contribute to a disruptive atmosphere. Conflicts that might, at first glance, appear to be rooted in racism and prejudice, are often caused instead by negative emotions which arise naturally from feelings of disorientation, inadequacy, and culture shock (10).

Are employees and managers prepared to handle the kinds of differences now found in the increasingly multicultural work place? Surveys of managers in corporations and public agencies reveal that the vast majority had no contact with other cultures or races until adulthood (Copeland 58). Many Americans have attended completely segregated schools and lived within their own ethnic neighborhoods, unexposed to other types of communities. Most schools teach very little about the world's diverse religions, politics, values and traditions. And they teach very little--if anything--about the ethics, philosophies and experiences of the various ethnic groups that compose our nation. Kevin Sullivan, vice president of human resources at Apple Computer, explains that many male managers find it difficult to

work with women as equals. Just as they have not learned to interact easily with members of other cultures, they have not been trained to interact in certain settings with women. "Men have learned how to compete with men. They've grown up competing in sports. In business, whether it's across the table (vendor, buyer) or whether it's to compete for the same job, it's tough for many [to be competing against] women. Men share the rules of competition--they can count on a good fight, a fair fight. They know when the game's over, and they compete without destroying each other. It carries over in business--but they don't know how to do it with women. And women are changing the rules, so men are fumbling (quoted in Wiessendanger #40).

Although managers are not yet as diverse as the rest of the work force, they are still very different in their styles, beliefs, and practices--and they have lived through a wide range of experiences as the work force has changed, both as managers and as employees of the organization (Jamieson and O'Mara 8). This reaction comes, at least in part, from a

concern that much could be jeopardized by altering a management approach that has been so successful in the past. Managers may also respond slowly if they are afraid they do not have the skills or the ability to manage differently. Others managers have biases so deeply rooted that they find themselves either rejecting people who are different from themselves--insisting on traditional male and female roles or penalizing women at work who have young children, for example--rejecting nontraditional values, such as a better balance between work and home life or the desire for increased autonomy on the job. For these managers, the work place is increasingly stressful. They may have the power and control to continue forcing their opinions on their employees for a while, or they may begin to withdraw from threatening employees or situations. Neither strategy is effective in the long term. Of course, not all managers are resisting change. Some try to be different, even though they may experience confusion and feel a little overwhelmed. This may be because they're not particularly clear about the scope or nature

of the differences present in today's work force or they may not be sure exactly how they need to manage differently (8). Perhaps they're confused about why management practices taught in the past--that worked so well for so long--are now obsolete. Managers would like to initiate changes that will be effective; they're just not sure where to start--and they may still need a little convincing that sweeping changes are necessary.

Some managers are making changes with excitement and optimism. These managers have long been frustrated by organizational constraints. They remember well how unhappy they were with the lack of organizational support they had on the way up, and they may have been aware of and responsive to work force changes all along (9).

Nonmanagement employees are also living through a spectrum of new experiences. Some employees have felt devalued or discriminated against in the past. They may react with cynicism, caution, or guarded optimism as changes unfold. Some feel threatened, worried about how current and coming changes

will affect their jobs and career goals. Others see the flexibility to diversity as unfair; it wasn't available when they were "fighting the system" and suffering through employment/life/ preference issues without organizational support (10). Still others see the current and coming changes positively. They gain new hope as they see greater diversity resulting in a wider range of organizational response.

Since diversity suggests that no two organizations' employees will be alike, it is most important to begin with a valid picture of the current and the potential work force by defining the organization's diversity. Once an organization has an accurate picture of the composition of its current work force and a forecast of its potential work force, it is important to assess the values and needs of both work force groups. Having looked at who the members of the work force are and what they want, it is now possible to use people of various segments to envision the ideal future state. With a potential state in mind, the next step is to determine how the present state is operating, and then,

to plan and manage the transitions regarding what tasks will be required. Results will be evaluated by determining what outcomes to look for, which are identified by planning the future state; what indicators would be present in the desired future state; and how it can be known if they are present; and which elements can be monitored, measured and observed.



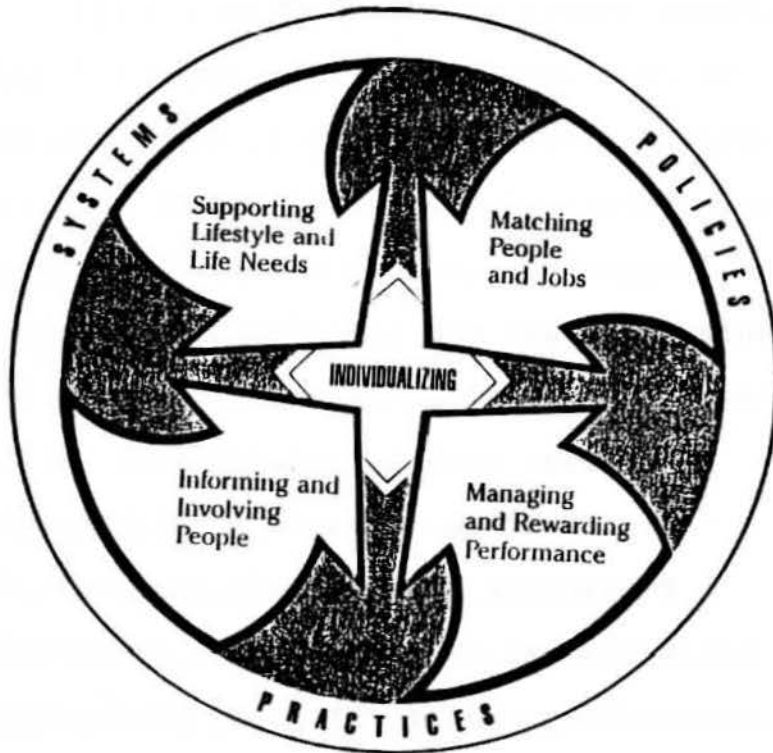
RESULTS

The realities and beliefs of the past shaped management's mind-set and its orientation as to what management means. These realities and beliefs are based on years of experiences with a predominately homogeneous work force and form the underlying foundation of management today (Jamieson and O'Mara 33). The mindset of the past has increasingly become out of sync with today's work force and the organizational demands of the nineties. As the work force has become more diverse and demanding, the old mindset isn't working. Needs aren't being met, frustrations are growing and performance often suffers. Ultimately, productivity, job satisfaction, hiring and retaining competent employees are at stake. As employees have greater voice, they will attempt to meet their needs and preferences. Organizations that offer greater flexibility will also have a competitive advantage when it comes to recruiting and retaining the highest-quality employees.

Flex-management is a new mind-set and a different philosophy of management. At the

heart of flex-management is a deep appreciation of individual differences and the understanding that equality does not mean sameness. Although diverse needs and wants are equally respected, they are not met by treating everyone the same. In this new mind-set, managers recognize people as assets to be valued developed and maintained (35). They understand that the new work force is highly diverse and should be managed, not as a set of groups, but as a collection of individuals, each with unique needs and preferences. Flex-management mind-set is also based on the value of greater self-management which leads to providing more options that people can select for themselves. It is a mind-set of flexibility. The model shown on the next page graphically relates the dynamics of three components of management--policies, systems and practices - to four strategies for individualizing -- matching people, supporting lifestyle and life needs.

The goal of this model is to use policies, systems and practices to create options and flexibility within the four



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strategies so that the strategies can be individualized with the work force.

All too often policies become shackles. They force sameness when customizing is needed. What is needed is fewer, broader policies that aid in individualizing, provide wider latitude and choice, and support desired organizational and employee values. Policies should focus on intent and have either more options or less specific parameters. An example might be:

"Performance planning and management discussion are valuable to improving and maintaining productivity and performance. A process should be developed for each employee with at least one discussion annually."

(Jamieson and O'Mara 38)

Human Resource systems and programs--the organized, "formal" tools, processes, and procedures provided by the organization for use in managing people--have long followed the "sameness" or "one size fits all" notion. They should be redesigned to have a less prescriptive focus and to allow more options, adaptations, and avenues of implementations. For example, there should be variations in

the way goals are set, the number of goals implemented, and the time frames used; management should be free to customize rewards and should be able to create special opportunities to "try out" jobs.

It is particularly important to add greater flexibility to compensation and classification, benefits programs, reward options, performance planning and evaluation, recruiting and assessment, orientation, job evaluation and design, job description, and training. These systems need greater versatility with less cumbersome procedures in order to be customized for individuals. The flex-management approach supports this customization. It also can help employees and managers design the best programs for both the individual and the organization.

The day to day practices of managers working with both individuals and groups require a great deal of flexibility today. A manager must tune in to many different people, understand their perspective, and use more judgement in relating to them. Some employees may require more direction, whereas others may perform better with greater

autonomy. Even though they allow greater participation, managers may still need to control some aspects of work. Questioning and listening to employees will be important in trying to understand their differences, as will versatility in coaching, training, and development. The face to face work of managing diversity will involve negotiating, arbitrating, facilitating and in all situations managers will still need to balance production with compassion (38).

There should be four strategies that offer great latitude in individualizing management and in designing policies, systems and practices for flexibility. One strategy should be focused on matching people and jobs. This strategy matches a variety of different individuals, their skills, and their work preferences with real job characteristics and demands. Matching involves paying attention to both the objective and subjective sides of work and people in order to individualize job profiles, assessment methods, orientation and careers. Another strategy is managing and rewarding performance. This strategy

recognizes that people don't work in the same ways and are not motivated by the same methods or incentives. It is used to consider different approaches to planning work goals, managing the process of work and rewarding people in meaningful ways.

Variables that can be individualized include choosing the work to be done, the people who participate, the amount of time they spend on a project, and the steps or approach they use to perform the work tasks.

Informing and involving people is a strategy recognizing the significant desire among people to be more informed about and involved in their work place. It also appreciates that some employees may not wish to be highly involved and that some persons who come from different cultures may find it difficult to participate with their bosses' presence or assert their views in a group setting. Therefore, this strategy creates opportunities for people to choose to participate, develops vehicles for the flow of information, and keeps people informed.

Supporting lifestyle and life needs is a strategy that identifies people's needs and,

where possible, creates supportive options -- ways to obtain needed assistance, such as child care or substance abuse counseling or to meet lifestyle preferences related to such issues as work hours, fitness facilities or leave options.

One of the best ways to confront diversity in the work force is to first acknowledge that there are "differences." This is the first step toward understanding. It is permissible -- and not racist -- to acknowledge the differences among people and among cultures. The problem is that some of us are culture blind; we have difficulty seeing and recognizing culture differences. People who are afflicted with culture blindness believe that the only thing that distinguishes nationalities is the language they speak. Besides language, the thinking goes, "human beings are all alike."

More than 110 languages and dialects are spoken in the U.S. today, and 11 percent of the population speaks a language other than English in the home (Thiederman 37). This remarkable diversity is creating considerable confusion for both immigrants and English



speaking Americans. Managers are concerned that workers do not comprehend safety instructions; trainers are having difficulty determining if their material is being understood, and human resource professionals are often confused about how to assess the foreign-language speaking applicant. Be assured that speaking more clearly and concisely is very much a matter of habit and practice. If taken one step at a time, the task of good communication, like any other, can be easily accomplished. Below are steps managers should consider when speaking to a diverse group or to an employee who speaks other than the English language:

1. Avoid idioms, jargon and slang
2. Talk about one topic at a time
3. Be concrete when you speak
4. Avoid vague modifiers
5. Use simple vocabulary and sentence structure
6. Use the active voice
7. Use short sentences
8. Use as few words as possible
9. Keep your topics in a logical order  
(Thiederman 67)

It is imperative for companies to consider and study culturally diverse values gaps, especially if we cannot be certain that all members of a particular group share the same values. The reason is that values

affect the work force and the behavior of workers in four important ways: 1) Values dictate felt needs. Managers cannot accurately assess the needs and expectations of employees without first understanding their culturally specific values. 2) Values also dictate what is defined as a problem, for example, an Asian employee might feel good about his or her tendency not to complain when dissatisfied or to ask questions when confused. The American manager, on the other hand, may see these behaviors as problems reflecting a lack of openness and an unwillingness to learn (Thiederman 82). 3) Values can dictate how problems are solved. Consider a Filipino worker who solves an interpersonal conflict by asking for a transfer to another department in an effort to avoid direct confrontation. A native born colleague could regard this solution as possibly cowardly and evasive, preferring instead to deal, in typical American fashion, with the problem directly (82). 4) Values dictate expectation of behavior. Hispanic workers expect managers to take time to chat and get to know

them. To behave differently can leave workers with an impression of coldness which is not conducive to the building of productive, harmonious relationships (Thiederman 82). Therefore, values must be understood if managers are to work effectively with immigrant and ethnic workers(58).

DISCUSSION

The different factors stated in chapter IV, are imperative to enhance the knowledge of managers in order to implement and handle the diversity in today's work force. The reasoning is based on the fact that while today's managers must focus on the importance of valuing human differences in order to succeed, it is also true that they require a set of universal principles to help check, coordinate, and direct the actions of all employees. In other words, there is the simultaneous need for greater differentiation and greater common ground. Acknowledging this seeming paradox in the philosophy of valuing diversity is a simple but important first step that can help allay fears of change.

Whether one's goal is enhanced productivity, bottom-line profit, or effective human resources management, establishing common ground is critical to organizations that value diversity. **Common ground** means, a shared set of assumptions that provide the basis for all cooperative action. More precisely, common ground must

include: shared goals, shared rewards, mutual respect and understanding, mutual commitment to fairness and shared vision of the future. Like the U.S. Constitution that provides the framework for democratic action, common ground is the social contract endorsed by every employee within the organization.

In the future, as organizations continue to become more diverse, the various measures suggested will become more necessary for effective functioning. For without commonly accepted principles to guide employee action, diversity fails. Without common ground, many **others** are likely to become "majority minorities" in the U.S. institutions. With little influence and little stake in the future, managers expect to have more than minimum effort from **others** in organizations that do not recognize or support their talents, aspirations and needs (Loden and Rosner 138).

Once basic operating principles that respect diversity are articulated, the standards used to evaluate and measure employee performance must then evolve out of these common principles. In many

organizations, new standards encouraging a broad range of stylistic differences will be required--for organizations cannot say "we value diversity" and still measure people by the traditional white male yardstick. While valuing diversity will require enlarging the range of acceptable behavior, it will not require that institutions abandon standards needed to evaluate and reward employees' performance. Instead, some standards will change--to reflect the wider range of talents and styles that exist within the organization.

As the work force grows increasingly diverse, the need to articulate core organizational values, operating principles, and performance standards that allow for stylistic differences also increases. However, unilateral actions aimed at establishing these core values and operating principles will not be successful. To be effective, the development of common values and standards requires input from diverse sources. To become common ground, these principles ultimately need the endorsement and ongoing support of diverse employees at

all levels of the organization.

I talked with several corporate managers who reviewed my results and they were quite pleased with some of the solutions I suggested that a company should implement to enhance diversity in the work force. However, they did inform me that there are still companies out there who do not voluntarily want to become culturally diverse in the work force. A 28 year old manager named Terry Vincent said that the results I suggested would be beneficial if all companies were open minded enough to try them. Two years ago, he went to work for a large publishing company, becoming one of the business' first African American managers. In addition to being mistaken for a mail person three times in one week, Vincent's boss communicated with him through notes left in his chair, and it was left to the Black secretary to inform him of staff meetings or upcoming projects. After only a few months, Vincent left. "It was ridiculous," he said. "It was like being in a twilight zone."

I also had the opportunity to talk with Mr. Roosevelt Thomas, founder and president

of the American Institute for Managing Diversity. He has pioneered a program designed to specifically address the problems that spring from the broadening of the American work force. He agreed with the results I used in Chapter IV and mentioned that it would be great if all companies were more culturally diverse. But Thomas was quick to point out that the issue is broader than black-white, male-female, minority-majority. "The larger issue," he said, "is how do you manage someone who doesn't necessarily aspire to be like you? The biggest barrier to managing diversity has been poor management." He continued to say that "it is not racism, sexism, or ageism, or any ism, just poor management. You have people coming into organizations today saying,

I am different, I am content to be different and I don't see it as being less than. I don't see it as being more than, just different.' All is for certain is that minorities of any kind in the corporate work force are not going away, said Thomas, and corporate managers must want to resolve their situations and be willing to some changing themselves.



Working with a hotel that tends to stress diversity and a total quality management that emphasizes the importance of participatory decision making and high performance work teams with all its employees, one does not see that the decisions are coming from a diverse group of employees of various levels of management; just the top echelon which is anglo saxton. Various ethnic organizations and groups nationwide recognize that the higher up you go, the less diversity is evident in the workforce. This becomes a serious problem when a potential client would like to talk with a manager of a different ethnicity for his or her own reasons. I believe that the CEO of this hotel has little faith in employees of another race managing others and generating business effectively. The belief in total quality management coupled with diversity appears to break down in the higher echelon. This area continues to stand weak.

I talked with several male and female managers of various companies and they have discovered that even total quality management is not enough. Its effects remain

beneficial, but the benefits begin to plateau as the amount of energy needed to maintain a given level of progress increases. Little, if any, attention is given to whether root cultural assumptions have been unearthed and made congruent with total quality.

Several people who are involved in managing diversity enlightened me on how others feel concerning this matter. One said,

At the workplace, the melting pot has been more than a metaphor. Corporate success has demanded a good deal of conformity and employees have voluntarily abandoned most of their ethnic distinctions at the company root. Today, there is a limit to how far people will be melted down, so to speak, she said. For example, a Scot, a Dutchman, and a Frenchman are melted in a indistinguishable broth. However, you cannot do the same with African Americans, Asians, and women. First, their differences don't melt so easily. Second, most people are no longer willing to be melted, not even for eight hours a day. Third, the thrust of today's nonhierarchical, flexible, collaborative management requires a ten or twentyfold increase in our tolerance for individuality.

So companies are faced with the problem of surviving in a fiercely competitive world with a workforce that consists and threatens to continue to consist of unassimilated

diversity.

I have come to realize through intense research and talking to others in various occupational fields that there seems to be a common factor that determines success in managing the changing workforce. Companies must build on revamping their corporate culture based on a thorough knowledge of all their cultural groups. One way to start is by exposing and deflating negative assumptions about minorities and women, changing the way workers relate to one another, and transforming some relationships with suppliers and customers.

As a manager of the changing workforce, you must take responsibility for developing new management skills and applying these skills sensitively to specific workforce situations. In addition, you can use your skills, awareness, and personal power responsibly to influence change in your organization and provide a link between the diverse workforce and the organization as a whole. To provide this link, you must influence upper management and your peers and advocate for changes in organizational

policies and systems. With a critical mass of managers asking for changes, upper management will have to respond and organizational policies and systems will stand a better chance of being changed (Jamieson and O'Mara 158). It takes credible managers who are effective in their day-to-day roles and who contribute to the organization's mission and goals to influence change. By continually developing their skills, growing in their awareness, and helping to create change, they will avoid the uncomfortable phenomenon: "We have met the enemy and it is us."

I believe that the most important factor to meet the changing demographics of the American workforce is developing skills. There are five skills that most of the managers and employees of various companies expressed for working with the changing workforce to build on basic good management. These skills will provide a guide which creates ongoing individual management development plans or will form the core of a management development program.

The following is a brief summary of the five skills that were discussed the most among people of various levels in the workforce:

**\* Skill One: Empower others.** As a manager, you share power and information, solicit input, and reward people; manage more as a colleague than as a boss; and encourage participation and share accountability.

**\* Skill Two: Develop others.** Through coaching, modeling desired behaviors, mentoring, and providing opportunities for growth, you delegate responsibility fully to those who have the ability to do the work; question and counsel employees on their interests, preferences and careers; and work to individual's training needs.

**\* Skill Three: Value diversity.** You know your own assets, liabilities, and biases; see diversity as an asset; understand diverse cultural practices; facilitate integration among people; and help others identify their needs and options.

**\* Skill Four: Work for change.** You support employees by adapting policies, systems and practices to help meet their needs; you identify and influence organizational changes.

**\* Skill Five: Communicate responsibly.** You clearly communicate expectations, ask questions to increase your understanding, listen and show empathy, develop clarity across cultures and language differences, and provide ongoing feedback with sensitivity to individual differences.

A new breed of managers is needed--one that is competent at basic management tasks

and that can develop the five special skills described above. Managing with diversity requires new initiatives. This is a time for action by both individuals and organizations. As a manager, you must use your personal power and responsibility to respond to the changing workforce and to initiate change.

When you recognize the importance of flexibility, you move beyond the limitations of using only one approach; you will have learned to pursue all options and to make the choices that will be most effective for your employees. Fortunately, it is your day-to-day behavior that creates this effectiveness- and behavior **CAN** be changed!

Exercise 1:

We played a managing diversity scavenger hunt to see what characteristics or experiences we had in common. Everyone's background experiences were very different. Ages ranged from 25-65 and most of us were from different states and attended the class for various reasons.

Exercise 2:

Throughout the simulation our individual success was measured by the number of pin-on buttons we collected and displayed on our sash(or clothing, if one was not employed by the two role playing companies--BARON or TOPS). I was to choose any two of the following personal career goals to be achieved during the simulation. I was to work earnestly toward them, as I would work in "real life." Also, as in life, I did not volunteer to share my goals with others-- unless I was asked--about my vision for myself, my ambition, my desires, etc. (If I was unemployed, these goals were in addition to my goals to become employed.)

APPENDIX I (continued)Exercise 3:

Each group, consisting of five people had to build a module. Throughout the process of building the module each person was to play a particular role. One did not like working with union employees, one was physically challenged, one a foreigner and one an average worker. Each group encountered different changes that occurred throughout its company, such as lay offs, changes in management, individuals having different workloads, racial tensions, communication barriers, authority conflicts, etc. The object of the game was for each group to come together in building a module within a certain amount of time. The purpose was to help one examine his or her understanding of managing diversity within the context of organizational culture and organizational change--by learning what it takes to create a work environment which unleashes the power of the total workforce in the midst of the complexities and problems of an actual workplace.



APPENDIX I (continued)

To acquire a job that is interesting to me  
and uses several of my skills.

To receive 1,2 or 3 trainings from my  
employer that improve my career  
possibilities.

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