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The Building of a Diversified Work Force

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ABSTRACT

This thesis will discuss the trend toward a diversified labor force, as we move toward Workforce 2000. Many statistics show that the upcoming workforce will have fewer white males. Significant increases in the numbers of minorities, women, and immigrants will have a serious effect on how Human Resource Departments operate within companies. These demographical changes in the face of the labor market will require new methods of managing and training in all sectors of the corporate structure.

Moving forward to manage and train individuals for the challenges of the year 2000 and beyond will require corporations to address needs in one of two fundamental ways: (1) the corporation can change its philosophy to provide a diversified workplace to meet the needs of the individuals that are employed there, or (2) assist minorities in adapting to the corporate culture and successfully master the environment.

The hypothesis for this project is that diversity training can be the bridge that unites these two basic

approaches into a new understanding of diversity issues and their impact on productivity and competitiveness.

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INTRODUCTION

American companies, governmental agencies, and other entities are managing an increasingly heterogeneous work force. White females, non-whites, and immigrants are projected to represent 85 percent of new workers between 1985 and 2000; immigrants will comprise 22 percent of this increase. Blacks, Hispanics, and other minorities share of the work force will increase from 18 percent to 29 percent (Thomas 5). These new workers will bring different perspectives, values, languages, work ethics, lifestyles, educational levels, and personal goals.

There will be approximately four million new immigrant workers over the next ten years which represent a large, vital, untapped human resource pool. It is imperative that America capitalize on its competitive position in the global market. Employers must plan to capitalize on this pool by facilitating the development of personal communication and social communication skills, and creating a corporate culture that is inclusive.

New immigrant status should have been recognized as a dimension of work force diversity because the process of adaptation to a new culture and work environment has unique qualities that affect productivity and interpersonal relations in the workplace. However, diversity cannot be limiting. Every person is diverse including the previously dominant white male group. To exclude any group or individual would be detrimental to the overall process and eventually the evolution of the entire diversity program.

Many employers are aware of the changing demographics of the work force; however, few are treating it as a serious business issue. Most are still relying on affirmative action programs to broaden the employee base and expand the diversity of the organization. Unfortunately these efforts do not always enhance the advancement of minorities and women in the hierarchy. Consequently, managers are discovering they are creating a heterogeneous work force that is difficult to manage. Moreover,

affirmative action is being blamed for failing to do things it was never designed to do.

Employers are searching for methods that will make their increasingly diverse work force more productive and efficient. Some of these efforts aim to reduce conflicts; adapt to varying ethics, values, and customs; sensitize to cultural differences; and develop management skills. Unfortunately, many of these initiatives are weak and do not lead to executive commitment to initiatives or long-term changes in attitudes and behaviors of employees.

Employers need direction and focus to deal with the changing work force and to achieve a high level of productivity relative to the investment in human resources. Unfortunately the issue of diversity is taking many employers by surprise. Attempts at bridging the diversity gap are causing distress as many employers are seeking "quick-fix" solutions to a much deeper issue.

The real costs to an organization are lost productivity and lower quality due to inappropriately placed employees. The deficits appear in lost revenue

and profits due to poor performance, downtime between employee changeovers, relocation expenses, legal and staff costs for justifying dismissals, training for poorly performing employees, and training time and costs for new employees.

Many employers are engaged in different types of activities to determine what diversity is and how it impacts their organizations. Committees, focus groups, and audits of organizational culture illustrate some of these efforts. The results sometimes include formulation of definitions of diversity, and recommendations for company initiatives. Most of these efforts are exercises in valuing differences. While important, as with affirmative action, they are temporary solutions to a much broader problem.

Roosevelt Thomas, author of Beyond Race and Gender, and others are insisting that what is needed is a commitment by American businesses and organizations to manage diversity. Managing diversity is a total change from the way businesses have been operated in the past. It goes beyond the affirmative action programs into the very core of the organization and its

culture. "Valuing differences" programs are often limiting and short-lived. Managing diversity is a total change from the way businesses have been operated in the past.

Organizations should align training and education in their long-term strategy if they hope to succeed in the future. To do this, organizations will have to closely examine their customer base and work force to determine if they are meeting the needs of those individuals. Diversity management training and education will be beneficial in the process.

The major hypothesis of this project is that diversity training, defined as both the training of culturally diverse people and the training of managers to cope with diverse work groups, can be the bridge that unites the two basic approaches. The original approach of diversity management was to focus on the assimilation of diverse people into the organization. The new approach attempts to create a culturally diverse work force from the top of the organization down to the bottom by changing the culture and the way people manage. This should lead to a new understanding

of diversity issues and their impact on productivity and competitiveness.

Chapter 2

THE CHANGING WORKPLACE

Prior to the 1970's, the American work force was predictably homogeneous in both demographics and attitude. The work force consisted of a large, dominant, white, male majority with few highly visible minorities. People who were "different" were either assimilated into the workplace, isolated from the working majority, or ignored. The average worker was male, white, approximately 29 years of age, with less than twelve years of education. These men typically were married to homemaker spouses, had children, and worked in the region of their birth. (Jamieson & O'Mara, 13)

Predominantly there was a shared belief within the community that the man was the breadwinner of the family. In general, people worked hard to get ahead and to save for their future rather than seeking instant gratification. Loyalty to one's employer was expected and authority was obeyed. Most people remained with the same employers throughout their career. Older

workers were considered smarter because they were more experienced having "paid their dues." New employees would have to do the same before others would listen to them(Jamieson & O'Mara, 13).

Few women worked and those who did occupied conventional positions such as in teachers, clerks, and nurses. Generally women worked at home, and the types of outside jobs available to the average woman were very limited. A clear line separated jobs by gender. Only certain jobs were open to ethnic minorities. A few minority groups were visible in the workplace in limited roles; those with disabilities were atypical. Most workers lacked a college degree, and even more had not finished high school. With few exceptions, "the predominant work force [sic] and the almost universal profile of those who managed and made decisions [were] older white males" (Jamieson & O'Mara, 14).

The Changing Demographics of the Work Force

Major changes are taking place in America's work force. The working population is aging; more women have entered the workplace; minority groups are

growing; and disabled workers are becoming more visible. According to an article written by Coil & Rice in the Employee Relations Labor Journal:

> White males no longer dominate the American economic sphere as they once did. Both women and minorities now wield an unprecedented degree of power as consumers and represent an escalating proportion of the labor pools from which American businesses draw their employees. (547)

Johnson and Packer state that from 1987 to the year 2000, minorities, women and immigrants will compose 85 percent of the growth in the work force(548).

Age

There has been a steady increase in the median age of the work force. In 1970 it was approximately 28 and by the year 2000 it will climb to almost 40 years of age. Those age 45 and over will comprise 30 percent of the population. In a recent survey by Towers Perrin and the Hudson Institute, 26 percent of companies reported that between 30 and 40 percent of their work force was over age 40. Another 20 percent reported

that their over-forty populations constituted 40 to 50 percent of the work force and 15 percent of the companies already had over 50 percent of their working population over 40 years of age. Therefore by the year 2000 the bulk of the American work force will be middle-aged, with 51 percent between the ages of 35 and 54 (Coil & Rice, 545).

Baby Boomers, a name applied to those who were born between 1946 and 1964, are a dominant force in society. There are approximately 76 million, or about one-third of the United States population presently in this group (Coil & Rice, 545).

Another important group follows the Baby Boomers, and is called the Baby Bust generation. This group, born during the ten years following the Baby Boom era has only half as many members as its boom predecessors. Birth rates during this period were lower which led to a decline in the age groups between 16 and 24.

> It is projected that the labor pool will increase by only 1 percent annually during the 1990's, the slowest growth rate during any time in U.S. history except the Great Depression(Johnston & Packer, xix).

This slow growth rate will cause intense competition among younger workers and increase the demand for non-traditional workers such as people with disabilities, retirees, women, and immigrants.

According to the article "Human Capital", improved health care and advances in medicine are allowing people to live and remain active in the work force longer. The article stated:

> An increase in the number of older workers, together with the aging of the Boomers and the smaller number of Busters, adds up to the 'middle-aging' of the work force [sic]. (37)

Increased numbers of older employees will mean the motivations for working will be very different from the previous generations. A decline in top-level career positions and increased concern for retirement security, health care, and wellness programs will be an important part of these changes. An increased demand for non-traditional workers, such as retirees and women who are not currently employed in the workplace will also result. For example:

> McDonald's [sic] Corporation saw a declining number of younger workers, long the labor pool for their entry-level jobs, and took

> action by tapping into the pool of older workers. (Jamieson & O'Mara, 15)

Fortunately, older workers are more stable and experienced. Unfortunately, they are less adaptable and mobile than the younger workers. They may have strong ties to their communities and families and may be less willing to relocate.

Younger workers, on the other hand, will manage older workers more than ever before, reversing the traditional older-to-younger mentoring role. Views on the value of experience will change as some desire experience while others see older workers as outdated.

The increased number of Baby Boomers will have far-reaching effects. The interests of the middle-aged will be a strong influence on the policies related to issues such as dependent care, wellness, and family. Fewer positions will be open in management for qualified persons on their way to the top and unlike the past, organizations will be unable to absorb these extra people(Jamieson & O'Mara, 17).

Reduced promotional opportunities will cause many employee's careers to plateau and their aspirations to

decline. Career development will become lateral rather than vertical and workers may begin opting for more than one career in order to advance and increase their satisfaction. The growing dissatisfaction may cause distrust in management's ability to distinguish among employees for limited promotional opportunities. This could cause increased litigation of grievances and accelerate the use of the court system (Jamieson & O'Mara, 17).

Gender

Women presently comprise 44 percent of the work force and fill nearly one-third of the managerial positions. (Fine, Johnson, Ryan, 30). John Naisbitt, author of Megatrends and Megatrends 2000, says that the changing role of women in our society is the most significant change in this century. "Women will approach 50 percent of the work force by the year 2000 when six out of seven women of working age will be employed" (Nussbaum, 110). Two-thirds of new employees between 1985 and 2000 will be women, increasing dual

income families to 75 percent from 55 percent in the late 1980's (Managing Now for the 1990's,46).

Women are entering previously non-traditional positions and are moving up within their organizations. Between 1975 and 1985, women in professional and managerial positions increased by 77 percent while the number of males in those roles increased only 7 percent (Jamieson & O'Mara, 16). The male/female gap is closing and is much narrower for younger, entry-level female workers. According to Johnson and O'Mara, "Women represent an increasingly larger percentage of the executive, administrative, and management work force population in the United States."(18)

Because of this significant increase, men and women will be required to work together more in the non-traditional roles of boss/subordinate. As more women enter the executive ranks, and as more emphasis is placed on the family, organizations will see different styles of management emerge and different perspectives on what constitutes the success of an organization.

Health care and leave policies are of great concern to women, especially those with children and single-income mothers. There is also pressure to create part-time, flex-time, shared and work-at-home jobs. Leave policies will need to be broadened because of the increased pressure for both parents to be given leave for childbirth, child-related emergencies, school-related activities, and elder care. There will be an expansion of child care arrangements using providers outside the home and family. Many organizations will continue to develop on-site child care centers to help ease the burden of finding good child care as well as to offset the significant costs(Jamieson & O'Mara, 20).

Felice Schwartz, president and founder of Catalyst, a national non-profit organization that works with businesses to effect change for women, sums up the issue of attracting and retaining high-performing career and family women in this way:

> The price you must pay to retain these women is threefold: you must plan for and manage maternity, you must provide the flexibility that will allow them to be maximally productive, and you must take an active role

> in helping to make family supports to all women. (Schwartz 71)

Culture

American-born people of color and immigrants are expected to comprise 43 percent of new entrants to the work force between 1985 and 2000 (Jamieson & O'Mara, 21). In some regions, the minority work force will approach or surpass 50 percent.

> For example, in California, a significantly culturally diverse state, it is estimated that by the year 2005 more than 50 percent of the population will be composed of people of color who will be speaking more than 80 languages, and the white work force [sic] will drop to approximately 50 percent. (Jamieson & O'Mara, 21)

Another change in the composition of the labor force is the growing share of minorities. Blacks who made up 11 percent of the work force in 1988 are projected to grow to 12 percent by the year 2000. Hispanics, currently at 7 percent are projected to grow to 10 percent, and Asians and other races from 3 to 4 percent (Kutscher 68).

Today, literally hundreds of thousands legal and illegal immigrants continue to enter the United States. Approximately 600,000 immigrants per year are expected through the year 2000 with the majority coming from Latin America and Asia. Two-thirds or more of them will be of working age and joining the work force after they arrive (Johnston & Packer, 18).

> Hispanics have experienced considerable growth momentum, with a 3 percent increase between 1980 and 1988 and an estimated 45 percent increase by the year 2000. The median age of Hispanics is considerably lower than that of other Americans (twenty-six versus thirty-two years of age) and their birth rate is 50 percent higher than the average. These factors, coupled with continued Latin American immigration, fuel their unprecedented growth. (Valdivieso & Davis, 129)

These immigrants bring with them multicultural backgrounds with a variety of values, work ethics, and norms of behavior that are ethnically and culturally rooted in history. Attempts by managers to work together with employees of different backgrounds are likely to be hindered by communication issues, insensitivity, and ignorance of motivational and work style norms(Valdivieso & Davis, 130).

Organizations will find it necessary to emphasize jobs that require verbal skills and will be providing remedial education to those groups who were previously disadvantaged. It may even be necessary to design jobs and utilize new technology in which the knowledge of the English language is not critical.

Cultural sensitivity training will be necessary for all managers. They will need to rethink what is meant by participative management and determine the benefits for each culture represented in the organization. They will also have to establish rewards that are valued by different cultural groups and will be flexible about holidays, time off, and leaves of absence. Eventually, special career development programs should be refined to better match people with jobs that fit their skills, wants, needs, and values.

Education

The current American work force is the best educated in history. In 1964, only 45.1 percent of all workers had a high school diploma. However, by 1985 that percentage had risen to 59.7 percent. In fact, 86

percent of 25 year olds have their high school diplomas. More people are continuing their education by attending college or other continuing education programs(Lawler 156).

Since the 1950's people have continued to be better informed and better educated educated because of television and other media; however, the number of less-educated people in the workplace is continuing to grow. There is an increasing number of people who are considered functionally illiterate; in other words, they are unable to master adequately the skills necessary to balance a checkbook, read and understand a newspaper, or advance to better employment opportunities. "It is commonly estimated that approximately 20 million people comprise this functionally illiterate category." (Chisman & Associates, 3) This group consists of new immigrants who are functionally illiterate in English and the increasingly high number of young people who are dropping out of school. In 1988, 13.6 percent of 18 to 20 year olds had dropped out of high school and

unfortunately, drop out rates for minorities are even higher:

> For blacks, the rate was 17.5 percent; for Hispanics, 23.9 percent. In some...cities with high concentrations of minorities, dropout rates range from thirty-five to 50 percent. It is estimated that 25 percent of those who do graduate cannot read or write at the eighth-grade level. (Nussbaum 103)

These statistics have interesting implications for the work force. Better-educated workers want more information as well as a creative and stimulating work environment. They also would like a high level of involvement, less control by supervisors, and more self-management. They want to be better informed, be compensated more fairly, and succeed in their organizations.

On the other hand, the new wave of poorly-educated workers may not be able to meet the rising demand for people with appropriate job skills. Organizations will become more involved in community education systems and increase training efforts in basic education. Managers will supervise the less educated population more closely to help them improve their job skills. This

work group will require different rewards and motivators. (Nussbaum 103)

Disabilities

Federal law requires that companies with federal contracts over $2500 provide equal employment opportunities to persons with disabilities. Unfortunately, many people feel that discrimination against most people with disabilities still continues. One consequence of this has been the signing of the American Disabilities Act (ADA) in 1990. This act bans all forms of discrimination against physically and mentally handicapped workers regarding hiring and promotion. It requires companies to make special accommodations for disabled employees and customers(Jamieson and O'Mara, 24).

Many disabled people are far more capable than non-disabled persons are aware. According to Gorden Burkhard-Schultz, Director of AID (Advancement and Independence for the Disabled), an agency in California that helps place the developmentally disabled, "There's often a disparity between how a person looks and what

he or she is capable of accomplishing" (Jamieson & O'Mara, 25).

Fortunately, although there are large groups of people who have disabling illnesses and addictions, medical advances have allowed these people to work longer. Many more people with heart disease, cancer, multiple sclerosis, AIDS, and drug and alcohol addictions are working than ever before.

Of AIDS infected adults, 90 percent are between 25 and 49 years of age, "the most vital segment of the work force [sic]" (Emery & Puckett, 33). The Centers for Disease Control conservatively estimate that 1,000,000 Americans now carry the AIDS virus. In 1993 AIDS claimed 65,000 lives and 80,000 new cases were diagnosed. It is estimated that 172,000 patients will require medical care for a cost of $5 billion to $13 billion by the year 2000(Emery and Puckett, 33).

Subsequently the large number of disabled workers will cause organizations to respond with special accommodations, specifically in the area of environment, equipment used on the job, and the nature of the job itself. Managers must be made aware of the

excellent performance record achieved by workers with disabilities and the generally low cost of adapting to their special needs (International Center for the Disabled 9).

Many managers will need to learn how to recognize the work competencies of persons with disabilities. Organizations may need to hire professionals specifically trained to work with persons with disabilities, and hire managers skilled in the mainstreaming process of such workers. Non-disabled persons should receive training and assistance in order to become comfortable working with persons with disabilities. This would include awareness education to help everyone understand the facts versus the myths related to disability liabilities, safety issues and rights and responsibilities.

Working out of the home and other flexible work options will be expanded to accommodate this growing segment of the work force. Special career development efforts may be required. As employees with progressive disabilities become less able to perform previous job duties, their jobs will be continually redesigned.

Organizations should have policies and procedures in place for dealing with disabling illnesses such as AIDS. Employee assistance programs (EAP's) will need to be expanded and revamped to assist this group of workers and their families.

Values

The work force of today is characterized by a mix of values. For some employees home and family are their primary values; for others it is their career. "Some will value loyalty to their company, others loyalty to their profession, and still others loyalty to themselves" (Jamieson & O'Mara, 27).

There will be times within an organization when men and women share identical values, and other times when their values will differ sharply.

> Often, what people may have been lacking, such as money, respect, or control, will be most highly valued. Values may change with significant life experiences or simply with age. (Jamieson & O'Mara, 27)

Since people with different values may be working side by side, it is important that employers not make

incorrect assumptions about an employee's values. Managers who accurately understand the values of a particular work force can guide the organization in determining appropriate motivators and rewards for employees.

> Although individual values will vary greatly, research, observation and practical experience can help to identify widely held values and recognize trends. Not all studies and articles agree on the assessment of value shifts and trends; many show contradictory results, particularly on issues such as loyalty, obedience to authority, job security, and money (Jamieson & O'Mara, 27)

In order to clarify the area of values, a survey of approximately 350 managers and human resource professionals who work with changing work force issues was conducted by David Jamieson and Julie O'Mara, authors of Managing Work Force 2000. They asked participants to identify the work-related values that they believed were most important to the majority of people in their work force at present, and those they believed would continue to be important in the near future. For example, previously held values such as

company loyalty, and the pursuit of money were virtually unsupported by respondents.

The following nine values were identified by the majority of the respondents:

1. **Recognition for competence and accomplishments.** People want to be recognized individually and rewarded for their contributions to the organization. They want to be appreciated for their values, skills, and accomplishments.
2. **Respect and dignity.** People want to be respected for who they are and where they came from. They want to be valued through the jobs they hold, in response to their ideas, and by virtue of their background.
3. **Personal choice and freedom** People do not want superiors to make all of their decisions or place constraints upon them. Employees want autonomy and the opportunity to rely on their own judgment. They want more personal choice about the circumstances that control their lives.

4. **Involvement at work.**

The work force wants to be informed and included in important decisions at work, especially those that affect their work and quality of life at work.

5. **Pride in one's work.**

People want to feel a sense of accomplishment in doing a job well. Quality workmanship leads to a feeling of pride and fulfillment.

6. **Lifestyle quality.**

Employees want to pursue many different types of lifestyles and each wants hers or his to be of high quality. The desire to have quality time for family and time for leisure were strongly emphasized.

7. **Financial security.**

People want to know that they can succeed. They want security from economic cycles, rampant inflation, or devastating financial situations. Jamieson & O'Mara state that while this may appear to be an adaptation of the desire for wealth, it is not. Instead of a pursuit of money, it is a

desire for enough to feel secure in today's financial climate, enjoy a comfortable living, and be able to ride out bad times.

8. **Self-development.**

People want continual improvement for themselves and the opportunity to reach their full potential. They want to do more with their life and they want to take the initiative and use the opportunities for self-advancement.

9. **Health and wellness.**

This is a reflection of the aging work force. Employees want to maintain healthy lives, and work in ways that contribute to long-term wellness. (Jamieson & O'Mara, 28)

These values should be taken into account when designing organizations and jobs, making decisions, setting policies, managing people, and deciding on motivators and rewards.

Possible future values include improving one's standard of living, developing quality relationships, being a part of a socially responsible organization,

making a meaningful contribution to society, and having fun at work (Jamieson & O'Mara, 29).

Wider arrays of values increase the potential for differences and may contribute to the escalation of conflict. In a greatly diversified work force, those in management will need to be very sensitive, expand their ideas of what is "right," and listen to their subordinates. Motivation and rewards will be linked and will use values as a base.

Personal and career advancement will be based on diverse values that will be different from culture to culture and individual to individual. Paying attention to people's feelings about their work and accomplishments and helping to increase their job satisfaction will be important for morale and productivity. According to Jamieson and O'Mara, "[i]ntegrating peoples' work with the rest of their life will require greater flexibility to their psychological 'employment contract'"(30).

Diversity Defined

People are different from each other in a variety of ways such as age, gender, education, values, physical abilities, mental capacity, personality, experience, culture and the way individuals approach their job. Each person is diverse from every other person on earth because in some way everybody is unique.

In the past, no one discussed or even considered the diversity of the work force. The homogenization of the workplace was based on the belief that those who already held jobs in organizations, typically white men, possessed the appropriate behaviors and skills to retain their positions. Newcomers to the organization needed to adopt like behaviors and skills. According to Fine, Johnson and Ryan:

> The logical outcome of such thinking was the assumption that difference is deficient. Research confirmed what popular writers were already saying: women and minorities had inferior skills and needed special training to help them succeed in the corporate world. Success was based on the assumption that people who were different should assimilate into existing corporate culture, learning the behaviors, skills, and strategies of the

> white men who were believed to have superior abilities. (308)

"Traditionally, the American approach to diversity has been assimilation" (Thomas 7). Newcomers are expected to adapt so that they "fit in" and the burden of change falls onto their shoulders. In order to comply with the culture of an organization, employees allow themselves to be shaped into the appropriate mold. Employers have always been confident that the reshaping of employees was necessary in order to maintain a productive work force.

Nevertheless, times and employee's attitudes are changing. People are less willing to be assimilated. Employees are unwilling to compromise their differences, insisting that the very thing that makes them unique is beneficial to the work group.

People who are assimilated are never quite comfortable. These people find themselves caught between two worlds and uncomfortable in both. Forced assimilation can have damaging effects in the form of untapped potential. Assimilation forces people to focus on performing in a manner expected or

accommodating to the norm. They avoid offering suggestions or concentrating on personal strengths; and by trying so hard to adapt, they are unable to develop innovative ideas. This leads to uninspired performance. As Roosevelt Thomas says in Beyond Race and Gender, "...[i]n a competitive environment, assimilation can be stifling and deadly"(9).

Today's work force does not look, think, or act like the work force of the past; nor does it have the same experiences or pursue the same desires. The work force has changed significantly from the way it was in previous generations.

Today, it is more common for people of different age-groups to be working together. Women have entered the work force in larger numbers at a brisk pace. Expanding from only a few visible ethnic groups, many culturally diverse people from around the world are spread throughout the American labor force. There is a great variety of educational levels. Many people with mental, physical, and medical disabilities are finding opportunities to move into and stay in the labor force. Jamieson and O'Mara stated:

> Shifts in attitudes and values have resulted in a wider variety of lifestyles, motivators, and choices. The work force has already changed significantly, but the real impact is yet to come. (6)

This has led to a new dilemma for American corporations. On one hand, they are struggling to remain competitive in a fiercely aggressive marketplace and on the other hand, they are attempting to adapt to the dramatic changes in their pool of talented and committed workers. Employers are aware of the changing demographics of the work force, however few are treating it as a business issue. A limited number of employers are developing training and other initiatives to prepare managers and employees to manage and relate to other employees who are different from themselves (Thomas 9).

The increasing diversity of the American work force is a simple fact and those who cling to the methods of yesterday's management patterns will seriously jeopardize the viability of their enterprise. Companies willing to take up the challenge will be able to outrun the competition, but to do so they will have to acquire a new way of thinking about diversity. This

is not an "us versus them" problem to be solved, but should be treated as a resource to be managed (Thomas 10).

Thomas discusses diversity as follows: "[m]anaging diversity is a comprehensive managerial process for developing an environment that works for all employees"(10). Defining and managing diversity as a process highlights its evolutionary nature. In brief, diversity is an all-inclusive term for the heterogeneity of an organization's work force and customer base. It acknowledges the belief that each and every person is entitled to understanding, respect, and best efforts. "Work force diversity ranges from differences that can usually be concealed, such as a particular lifestyle, to differences that cannot be concealed such as gender or race" (Ownsby & Cunningham, 23).

By defining diversity as a process, corporations can develop and adapt steps for generating a natural capability to tap the potential of all workers. This means all employees, including the white male. It extends to race, age, background, culture, lifestyle,

education, function, and personality. It includes sexual preference, geographic origin, tenure with an organization, exempt or non-exempt status, and management or non-management employees. Diversity includes everyone, it is not something that is defined just by race or gender. By expanding the definition to be inclusive, white males are as diverse as their colleagues(Thomas 10).

Gaining the diversity advantage means acknowledging, understanding, and appreciating these differences. This entails developing a workplace that enhances the worker's value by being flexible enough to meet needs and preferences and by creating a motivating and rewarding environment. By valuing diversity, organizations gain greater potential and creativity from the synergy of the work force, recapturing commitment and unleashing pent-up talent. This allows American organizations to turn the tide of employee dissatisfaction and put the work ethic back to work (Thomas 11).

Since Colonial times, most American businesses and institutions have been shaped primarily by the values

and experiences of western European white men. As the founders of American industry, mainstream politics, government and society, they were responsible for institutionalizing many of the norms, expectations, habits, behaviors, and traditions that comprise modern organizational cultures. The cultures they created were a reflection of their own values and experiences, and supported their priorities and goals (Loden & Rosener, 26).

The result of this has been the continual undervaluing of others with fundamental identities different from those of the western European, white, heterosexual, physically able-bodied men. Those not fitting the typical stereotype, which now includes people over the age of 40, are judged as lacking in the essential skills, knowledge, and abilities necessary to competently attend to the business of America's corporations (Loden & Rosener, 26).

Consequently, the Civil Rights Act of 1964, a monumental piece of legislation as it relates to the issue of diversity, ordered all businesses and restaurants that serve the public to attend to all

people regardless of race, color, religion or national origin. It barred discrimination by employers and unions, and established the Equal Employment Opportunity Commission (EEOC) to enforce fair employment practices. It was later amended to preclude discrimination against gender (Loden & Rosener, 26).

It was assumed that by the passage of the law requiring equal employment opportunity, all discrimination would end, and the way would be paved for the future. Thus, people who were outside the dominant group would have protection and their presence would increase in non-traditional jobs all over the American workplace. These non-traditional jobs would include the vast majority of executive and professional positions, as well as male-dominated vocations in many technical fields (Loden & Rosener, 26).

The civil rights laws have resulted in having diverse people in places where none had gone before. Unfortunately, although equal opportunity has increased the number of diverse people in non-traditional jobs, it has not substantially increased their individual power or their collective voice. While it may appear

they have gained equality in technical and managerial positions, they are still marginal in many respects. This is because most organizations and managers work under the assumption that otherness is a liability rather than an important asset(Loden & Rosener, 27).

Affirmative Action

Affirmative action goes beyond equal employment opportunity: it requires an employer to make an effort to hire and promote people in a protected minority. The purpose of an affirmative action program is to eliminate the present effects of past discrimination on women and minorities. When an organization takes an aggressive or affirmative role in recruiting, hiring, training, and compensating, the purpose of the affirmative action plan should be achieved. The measurable desired result is that the organization's percentage of women, men, and minorities performing in job categories is equal to the percentage of females, males and minorities in the relevant job market (Loden & Rosener, 28).

For most organizations the development and implementation of an affirmative action plan is voluntary; for a few it is a requirement for receiving a federal contract. Affirmative action has been the main strategy for including and assimilating minorities and women into the corporate world. Often businesses were prodded by legal ramifications, by moral beliefs, or by a sense of a social responsibility. Sometimes, all three reasons were important to the decision to utilize affirmative action.

In the years that have elapsed since the passage of Civil Rights legislation there remains much conflict and controversy surrounding affirmative action in the American workplace. This controversy centers on the fact that affirmative action and equal employment opportunity are initiated, imposed, and, in some cases, forced by the government, instead of being a voluntary change (Loden & Rosener, 28).

Much of the response has been grudging compliance and in many organizations, both public and private, the problems of employment discrimination and the need for change went unrecognized. Most organizations viewed the

programs as wasteful and unnecessary which in turn sent a strong signal to employees about the perceived value of diversity in the workplace(Loden & Rosener, 28).

This attitude continued to reinforce the historic view that diverse people were not qualified and that affirmative action was a poor but necessary compromise.

> This attitude was the result of a lack of understanding about the meaning of affirmative action. However, it was also due to a strong belief that organizations would be forced to compromise their standards in order to comply. (Loden & Rosener, 29)

Although many are praising the opportunity to work in a diverse setting, there are still those who resist this change. Although numerous resisters have come to recognize that some benefits result from affirmative action, there is still a widespread belief among managers and mainstream employees that those who are different are inferior. While many organizations refuse to recognize or admit to it, there continues to be evidence of strong bias against affirmative action in corporate settings.

Resisters often view diverse persons as being substandard in relation to themselves. If resisters

are expected to work with or supervise other employees, they begin with the negative assumption that diversity is a deficiency that must be minimized or overcome. Resisters lack awareness of how their own preconceived ideas influence their judgments about diverse people. Rarely do they see themselves as part of the problem because they are not conscious of their own biases. Many resisters focus on diversity issues as the principal problem, insisting that it has led to a lowering of standards within their organizations (Loden & Rosener, 30).

Thomas points out that most corporations undertake affirmative action utilizing one of three approaches: the passive, the pipeline, or the hierarchy approach (Thomas 18).

Passive Approach

Organizational leaders following the passive approach take whatever steps are necessary to ensure compliance to the law of land. They make every effort to eliminate expressions of discrimination and take steps to educate their employees on what is acceptable

behavior. "The principle intervention here is affirmative action training for white males regarding racism and sexism" (Thomas 18).

Many corporate executives believe that achieving an environment free of blatant racism and sexism is equivalent to achieving equal opportunity.

> They reason that minorities and women now have an equal chance to join their corporations and to advance as far as their abilities can take them. (Thomas 18)

Therefore, when women and minorities fail to advance in the company, these same managers blame poor preparation for corporate life. They reason that minorities will be able to take full advantage of the corporate opportunities afforded them only after educational systems have been improved.

By adopting the passive approach, organizations resist launching specialized efforts for women and minorities. They believe that such practices would violate their concept of equal opportunity and compromise reverse discrimination and preferential treatment. These managers also speak of their desire

to foster a "color-blind," "race-blind," and "gender-blind" environment (Thomas 18).

Several organizations tend to view affirmative action as good public relations and they support programs related to the protected groups as a means of enhancing their image. For example, some organizations offer scholarships and internships to minorities and women to convey a positive image to women and minority communities. By utilizing external affirmative action, a corporation can present itself as a good place for women and minorities to work. Unfortunately, the reputation usually camouflages the internal realities (Thomas 19).

Pipeline Approach

The pipeline approach goes beyond legal requirements to include motives of corporate social responsibility. These managers are disillusioned with the intervention-free approach. "They believe that social responsibility concerns justify intervention that increases the flow of quality minorities and women into corporate America"(Thomas 19).

In addition to training on racism and sexism, minorities and women are encouraged to enter occupations vital to the corporation. Developmental programs to enhance the assimilation of minorities and women are created and supported. The company has primed the pipeline since its efforts result in a sizable number of minorities and women accepting entry-level positions. Unfortunately, the upward mobility rates of these employees are usually very disappointing. As with the passive managers, pipeline executives conclude that poor preparation is the major barrier to upward mobility. They decided that equal opportunity is a challenge diverse people are unable to meet (Thomas 19).

Hierarchy Approach

In the hierarchy approach, managers are motivated by moral considerations. These managers tend to be successful in attracting "qualified" minorities and women to their corporations. They achieve a level of comfort working with these employees, learn to respect their abilities, and become uncomfortable as they watch

them cluster disproportionately at the bottom of the pyramid (Thomas 19).

While these managers have experienced the competency of these individuals, they are troubled by the unfairness of the situation. They conclude that the corporation's systems are infected with practices that are racist and sexist and that these practices are institutionalized.

Instead of working to change the fundamental system, the mangers add to them with supplemental systems designed to contain negative consequences. For the most part, they rely on increased affirmative action efforts to forcibly break the ceiling. They initiate specialized training aimed at minorities and women, set quantitative targets for the number of minorities and women to be developed and promoted, and set up mentoring programs and tracking systems (Thomas 20).

Corporate executives can generate impressive upward results that are temporarily encouraging. Unfortunately, they eventually find that these initiatives do not eradicate the ceiling, but generate

temporary openings through which a limited number of diverse people can advance. It requires an ongoing effort to maintain these gains, and pressures to move away from affirmative action are constant. Despite the growing dissatisfaction of minorities, women, and white males, these managers must continue the efforts to avoid losing past successes. However, they find themselves caught in a frustrating cycle (Thomas 20) .

In the three approaches, each assigns a different set of criteria to the legal aspects, social responsibility, and moral motives. They define equal opportunity differently. In both the passive and the pipeline approaches, managers think they have achieved equal opportunity because they have attracted women and minorities at the entry level. In the hierarchical approach, managers use affirmative action to foster upward mobility, a view passive and pipeline managers would deem "reverse discrimination" (Thomas 20).

Each approach sees assimilation as the ultimate goal. The passive approach organizations assume that assimilation will occur on its own whereas the pipeline organizations begin the assimilation process while the

prospective employee is still in the pipeline. The hierarchy approach managers propel a number of explicit assimilation efforts once minorities and women have joined the organization (Thomas 21).

Finally, each approach attributes the differences among minorities and women to inadequate preparation for corporate life. The hierarchy approach managers often recognize the existence of institutionalized discrimination, but they typically focus their interventions on better equipping minorities and women to face corporate reality (Thomas 21).

Affirmative action has produced many results such as women and minorities accepting entry-level positions in companies with strong recruitment efforts. However, serious questions have been raised as to the future of affirmative action goals and equal opportunity. Generally many experts agree that the results have been limited at best. For example, minorities and women are lopsidedly grouped at the bottom of the corporate hierarchy. This occurrence is referred to as a glass ceiling when applied to women and premature plateauing when applied to minorities (Thomas 21).

As illustrated in the hierarchy approach, there is a frustrating and almost unavoidable affirmative action cycle:

> The traditional approach to diversity inevitably creates a cycle of crisis, problem recognition, action, great expectations, disappointment, dormancy, and renewed crisis. (Thomas 21)

This cycle begins with recognition of a problem, usually because of a crisis such as excessive employee turnover, low morale in the work force, or insufficient upward mobility. The initial affirmative action response is recruitment, in which the organization begins a frantic search for the right kind of person. At this point, the affirmative action model attempts to fill the pipeline with qualified minorities and women in an effort to solve the problem. "Qualified translates as those individuals who are most likely to mesh with the corporation's current culture" (Thomas 22).

After recruitment, the organization goes through a period of high expectations. They discover that hiring the right diverse minority or female employee may not

solve the original problem. The new employees do not improve as expected; the white males begin complaining about reverse discrimination; and the minorities and women are uncomfortably aware of the stigma of affirmative action activities (Thomas 22).

Now everyone is unhappy. Employees feel caught and frustrated and the organization still has the original problem. In addition, managers are not given credit for making a good-faith effort. Discouraged, they quit trying, and once again affirmative action is placed on the back burner. This continues until the next crisis, when the cycle will be repeated (Thomas 23).

The main problem with affirmative action is that it was never intended to be a permanent tool. It was intended to fulfill a legal, moral, and social responsibility by initiating "special" efforts to ensure the creation of a diverse work force and encourage upward mobility for minorities and women. Managers have focused on affirmative action as an artificial, transitional, and temporary solution, instead of taking long-term corrective action.

Executives have assumed that one can substitute for the other but the existing traditional system remains uncorrected:

> No one has asked why the system doesn't work naturally for everyone, what corrective actions might make it work naturally for all, or whether the existing culture will even allow the corrective action necessary to make the system work for everyone. (Thomas 24)

Affirmative action initiatives have facilitated getting diverse people into the work force, but they have not provided for real change. In other words, there has been little integration or upward mobility. It has been a short-term rather than long-term solution, which has led to employee dissatisfaction and turnover.

Some organizations that have affirmative action programs often supplement them with various efforts known collectively as "valuing differences". These efforts are designed to encourage awareness of diversity within the workplace.

Valuing differences programs are geared to the individual and interpersonal levels. They are designed to enhance interpersonal relationships among

individuals and to minimize blatant expressions of racism and sexism (Thomas 24).

Valuing differences programs typically focus on the ways that men, women, and minorities consider differences in values, attitudes, behavior styles, ways of thinking, and cultural background. Some corporations maintain such programs on an ongoing basis. Standard themes include the following: fostering awareness of individual differences; fostering greater understanding of the nature and dynamics of individual differences; helping participants understand their own feelings and attitudes about people who are "different"; exploring how differences might be tapped as assets in the workplace; and enhancing work relations between people who are different (Thomas 25).

Valuing differences programs are a derivative of affirmative action. Historically it has been assumed that with affirmative action dysfunctional behavior and attitudes can be attributed to malicious, deliberate decisions. "Valuing differences assumes that undesirable behavior derives from a lack of awareness and understanding" (Thomas 25).

Chapter 3

MANAGING DIVERSITY

Whether one looks at the multicultural marketplace or the multicultural work force, it is evident that American businesses, government, educational institutions, and other organizations cannot strive to compete successfully in the future without valuing diversity and learning to manage it as a vital resource. (Loden & Rosener, 32) The decision to value diversity does not reflect a social, moral, or legal intention in the future; instead, it is a decision that will be based on the "bottom line", no matter how it is defined. Organizations that value diversity will have a competitive advantage at home and abroad. They will also be positioned better to more effectively cope with continued change. This is because diversity provokes many different perspectives regarding new business opportunities as well as more creative solutions to critical productivity problems.

> Managing diversity is about coping with unassimilated differences," says R. Roosevelt Thomas Jr., president of the American Institute for Managing Diversity at Morehouse

> College in Atlanta. "It's about managing people who are not like you and who do not necessarily aspire to be like you. (Gordon 23)

Managing diversity begins with these fundamental questions: 1) Given the competitive environments we face and the diverse work force we have, are we getting the highest productivity possible? 2) Does our present system work as smoothly as it could? 3) Is morale as high as it could be? 4) Are those things as strong as they would be if everyone who worked here was the same sex, race, nationality and had the same lifestyle, values, work style? "If the answers are no, then the solution is to substitute positive for negative aspects. That means changing the system and modifying the core culture" (Thomas 26).

Changing the root culture is the core of the managing diversity approach. Such an approach has a one short-term drawback; it requires a considerably longer time frame than implementing an affirmative action or valuing differences initiative. Managers in a crisis may find it appropriate to initiate an affirmative action process for short-term immediate

relief while managing diversity is generating long-term changes (Thomas 26).

The process of tapping employees' full potential is called "empowerment". The capability to manage diversity is implicit in several innovations already in process in progressive organizations. For example, some corporations are attempting to move decision-making power down into the lower levels of the organization. Other are implementing total quality management (TQM) initiatives and downsizing their organizations in hopes of creating a more productive and efficient system. The most common factor in these approaches is that their success is dependent upon the ability to empower the total work force. This means that the management of diversity becomes a critical factor in success (Thomas 10).

According to Roosevelt Thomas, managing diversity means approaching diversity from three levels at the same time: individual, interpersonal, and organizational. Traditionally, the focus has been put on the individual and interpersonal aspects, however, the new perspective is to make diversity surround the

entire organization, affecting the manner in which organizations are structured (Thomas 12).

"Managing diversity approaches diversity from a management perspective" (Thomas 12). It deals not only with the way organizations are managed, but the way managers are doing their jobs. The definition of management is creating an environment that allows those being managed to reach their full potential. Taken to an extreme, this would mean not just getting everything the manager has the right to expect, but everything that the employee has to offer (Thomas, 12).

To manage diversity effectively requires that managers learn new management techniques. They are asked to spend less time doing and more time enabling employees to do the job.

> Managing diversity assumes that adaptation is a two-way street, a mutual process between the individual and the company. This is a change from the usual assimilation approach, where the burden of adapting rests solely on the individual who is different". (Thomas 12)

Unlike other approaches, managing diversity is not a program nor an orchestrated set of actions designed to "do" something. It goes beyond changing individual

behaviors and requires integral changes in the culture and life of a corporation (Thomas 12).

Piturro and Mahoney maintain that now that America has assembled a rainbow work force, we need to make it work effectively.

> Successfully integrating the new employees throughout a company's operations, including the executive suite, is proving more difficult than anyone expected. Often just holding onto these workers can be an accomplishment. (13)

"Managing diversity is not natural," explains Theodore E. Payne, a manager in the corporate affirmative action and equal opportunity department at Xerox Corporation. "There's a synergy among likes. Lots of things go unsaid. There's a breakdown in synergy when people are unlike" (Haight 23).

Thomas states that it is impossible to discuss cultural diversity without a discussion of stereotypes. Typically, people "pick-up" on stereotypes and feel they have learned something about what Blacks, females, Hispanics, or disabled people are all about. Unfortunately, they never move beyond the stereotype.

Instead they make it worse by creating even more misconceptions (Thomas 13).

Digital Equipment Corporation, a Massachusetts-based multinational company, was a pioneer in equal employment opportunity. According to William Hanson, vice president of Personnel, the company has been struggling to absorb new, diverse workers into the work force since 1979. Unfortunately, Hanson was finding that the workers were segregating themselves along racial and gender lines on the work floor and cafeteria despite their best efforts (Piturro & Mahoney, 13).

Alan Zimmerle, Digital's current corporate manager of affirmative action programs explains:

> In those early days, we had a strong EEO program, but white males resented having to 'do something special' for the minorities. The black men were resentful, feeling 'we don't need whites to take care of us'. And at meetings, . . . women felt as if they were invisible. (Piturro & Mahoney 13)

As tensions escalated, Digital hired a consulting team that specialized in diversity and organizational behavioral issues. This team conducted informal meetings with the managers and workers. Initial

concerns were about the criteria for advancement and who would be in charge of making the determinations. The prevailing feelings were that some would be promoted at the expense of others, which was breeding both resentment and self-doubt.

As the meetings continued, the managers began expressing deeper feelings. Foremost was the realization that they held a world of negative assumptions about the "others," whether they were black, female, Asian, Hispanic, or homosexual. According to Piturro & Mahoney:

> Black and white men and women were making flagrantly negative assumptions about each other, from great social distances. People were working together physically but were separated by a huge gulf of misunderstanding. (14)

It soon became obvious that people resented being labeled with negative stereotypes. These same resentments were discussed at the line employee level. It was apparent the same problem existed throughout the organization and was not simply limited to either management, line workers, or executives. Some of the problems discussed included the following:

1. Latinos often appear clannish because they are drawn together by their common language, even though they may come from a variety of countries and cultures.

2. Blacks are often sensitive to the "sacred closet of race." Often raised not to let outsiders know what their experience is like, they may label as "traitors" those who reveal to the whites their intimate feelings and experiences. As a result, many have been taught to isolate themselves and mistrust all white people.

3. When black managers make a point forcefully in a meeting, no matter how justified, whites tend to react as if they had been threatened.

For companies to remain competitive and productive in the future, the diversity issue must be dealt with immediately. As Digital Equipment Corporation found, affirmative action is not synonymous with managing diversity. In fact, affirmative action alone breeds resentment and hostility among workers.

Because of the increase in cultural differences, the managerial mission has to change. The task is no longer to treat all employees the same and mold them to a monolithic corporate culture, but to see them as individuals and to open the promotion pipeline to people who change the rules (Piturro & Mahoney, 14).

Many companies are discovering that the opportunity for person-to-person misunderstanding is detrimental and a very big threat to productivity. They now understand it is necessary to create an environment that encourages all types of workers to flourish.

Training and education programs are important steps a company can take to bridge the diversity gap. Major corporations across America have looked closely at their work force and determined that they are not satisfied with what they see and they fear what they may find in the future.

Diversity training and education programs can assist employers to make the necessary changes in their systems, structures, and management practices. These changes will help to eliminate any barriers that

prevent employees from reaching their full potential. The main goal is to treat people as individuals, appreciating the fact that each employee will have different needs and will require different kinds of help to succeed (Geber 24).

Mark Kinnich, a human resources development specialist for Honeywell, Inc. offers the following scenario. A white male and a black female are hired at the same time to perform similar jobs. Traditionally, the practice has been to treat both employees exactly the same to avoid any appearance of favoritism. If the jobs happen to be staff positions in which the employee's success is dependent upon their ability to influence people, there are other considerations. For example, if the staff position is supposed to supervise other line managers, the black female will probably not be as successful, especially if those managers are overwhelmingly white males. Kinnich states:

> So when the white male starts succeeding by doing his assignments faster, with higher quality and with better information than the black female, the [senior executive] thinks he's a high performer and she is a mediocre performer. (Geber 24)

The senior executive needs to help remedy the situation by helping place the black female on a level playing field. Perhaps he should to introduce her to the line managers personally, promoting her as an expert in the field. It is also possible she may need coaching on how to work better with the line managers. The senior executive should emphasize the fact that if she has any problems or if she runs into barriers, she should feel free to come to him at any time. Most importantly, he should emphasize that he expects her to run into roadblocks. Finally, he should explain to the white-male line managers why he is doing all this (Geber 24).

Utilizing this approach is a major philosophical change for most corporations, however, it is a clear illustration of effective diversity training and education. According to Sadie Burton-Goss, program manager for Wang Laboratories, Inc., the antithesis of the melting pot philosophy has always been to pay attention to differences. Unfortunately, "those who were different were always expected to do the melting" (Geber 24).

A major roadblock in most major organizations is the difficulty of understanding how white and male their organization's culture is, and how exclusive it seems to those whose obvious differences place them out of the loop. Affirmative action and EEO have eliminated much of the blatant racism and sexism, but subtle forms of bias, such as the natural tendency to surround oneself with like people, is still very damaging. Lewis Griggs, partner in the consulting firm Copeland-Griggs, insists that people do not suffer from derailment because of outright racism or sexism. He insists it is the very comfort with one's own values and people that is ethnocentrism. People often worry that too much emphasis and talk are being devoted to differences. However, it is important to remember that the similarities are not what is causing the problems (Geber 25).

A successful organization will need to review its policies, practices and organizational structures to remove all potential barriers. It will need to create new policies, practices, and internal structures that will support and advance cultural diversity. This

with employee diversity will want to utilize as many resources as possible (Thomas 26).

The goal is to manage diversity in such a way as to get from a diverse work force the same productivity we once got from a homogenous work force. Managing diversity does not mean controlling or containing diversity, it means enabling every member of the work force to perform to his or her potential (Thomas 112).

A manger seeking to implement change must begin with him or her self. It is essential that the manager achieve maximum clarity about their personal vision and commitment. Afterward, the manager can attempt to engage others into completing the same task (Thomas 35).

A manager's personal motivation is a very important determinant in the change process. Some executives find they are wanting change for legal reasons and others for community reasons. Often a moral and social obligation to employ minorities and women plays a major role. However, while these are good reasons, none of them are great business reasons. In business terms, a diverse work force is not

something a company should have to do; it is something a company is already doing or will be doing in the near future. By learning to manage diversity, organizations will become much more competitive within their field (Thomas 35).

Managers have different visions of what they would like to accomplish with diversity training and education programs. Some managers want a peaceful work force and others want to facilitate upward mobility for able employees, reduce turnover, take advantage of synergy, or increase morale. Still others seek strategic advantage, full utilization of human resources, enhanced capability of serving a diverse market, or an improved public image. These aspirations are appropriate and valid. Unfortunately, they cannot be accomplished all at once. Potential change agents must clarify what they are hoping to achieve (Thomas 35).

Usually many managers have difficulty thinking clearly about the future until they explore their current vision of diversity. For this reason it is

very important that a manager take the time to visualize the meaning of a diverse work force.

As discussed earlier, a popular vision of diversity is of minorities and women clustered on a relatively low plateau, with a few filtering up as they become assimilated in the corporate culture. This image always includes good salaries and benefits and the expectation that financial rewards will make up for a lack of upward mobility. The women and minorities accept their status and appreciate the fact that they are doing better than they could do somewhere else, and they are proud of their achievements(Thomas 35).

Another image is what Thomas calls "heightened sensitivity." Managers holding this view are sensitive to the demands of minorities and women, and understand the advantages of helping them fulfill their potential. Thomas states:

> [The managers] . . . envision minorities and women at all working levels of the corporation - but at their discretion. Minorities and women who advance in the corporation are perceived as being recipients of generosity. Employees who work for such a manager are aware of this. (113)

After a few years of being "second-class citizens," most of the minorities and women are driven away. This compromises the effectiveness of those who remain and as a result turnover is very high.

Finally, there is the "coexistence-compromise vision", held almost exclusively by white males. These managers agree that the interests of the corporation demand that they recognize minorities and women as equals. They bargain and negotiate their differences but the win-lose aspect of the relationship preserves tensions, and compromises reached are not necessarily to the company's competitive advantage (Thomas 35).

Diversity and equal opportunity represent a giant leap forward for women and minorities. It shows that the white male culture has given way to one that respects differences and individuality. Unfortunately minorities and women accept this reality more readily than do white males. Nevertheless the formerly dominant cultural group, white males, are likely to cling to a vision that leaves them in a dominant position. Thomas states:

> The result is a 'vision gap' between what the corporation's executives are aiming for and

> what many of their managers are able to reach. (36)

The best image is one in which all managers are fully tapping the human resource potential of every member of the work force. This vision sidesteps the question of equality, ignores the tensions of coexistence, plays down the uncomfortable realities of difference, and focuses on individual enablement. It does not say "Let's give them a chance", it assumes a diverse work force that includes us and them and exclaims "Let's create an environment that allows every single employee to do his or her best work" (Thomas 36).

The culture that dominates America socially and politically is heterogeneous, and it works by giving its citizens the liberty to achieve their potential. Channeling full employee potential, once achieved, is an individual right but still a national concern. Something similar applies in the workplace, where the keys to success are individual ability and corporate destination. Managing disparate talents to achieve common goals are what companies learned to do when they

set their sights on programs such as TQM. According to Thomas, the secrets of managing diversity are much the same (Thomas 114).

The Role of Change Agent

Managing diversity means accepting the realities of becoming a change agent. This means accepting the responsibility for ensuring that the program is supported and followed through from beginning to end. Anything less and change will not occur.

The challenge of being a change agent is enormous. Because of this, it is absolutely necessary that the change agent has ample motivation to carry him or her through the process. Only the business rationale provides that motivation (Thomas 37).

The concepts must be clarified. Thomas points out that this is often ignored, but it is very critical. If a change manager is reluctant to spend time exploring and understanding the concepts, he cannot move forward, no matter how action-oriented the manager is. The complexity and comprehensiveness of managing

diversity require clear conceptualization, for without it, action will hamper implementation (Thomas 37).

Language must be understood and used consistently if managers and employees are to understand the managing diversity initiative. Unless the time is taken to define diversity conceptually and insist on precision with terminology, chaos will result.

To facilitate the process, the change agent must insist upon consistency. Official definitions must serve as the point of departure for all change efforts. For example, terms such as mulitculturalism, pluralism, valuing differences, valuing diversity, managing diversity, and cultural diversity cannot be used as if they are all the same. The change agent must insist on a definition of terms and a consistency of use (Thomas 37).

The change agent must also foster a pioneering spirit. Thomas compares it to the journey between two cities such as Boston and New York. If the way is known, the roads clearly marked and well paved, and the traveler has the aid of a map, it is a relatively risk-free activity. If, on the hand, there are no roads or

maps, only wilderness, it is a very different trip. It is a trip characterized by risks, uncertainties, and serious challenges (Thomas 37).

The managing diversity road to enhance corporate competitiveness is in the process of construction. Managers desiring to advance this initiative must be able to tolerate challenge and ambiguity (Thomas 38) .

There is no single tried and tested solution to diversity and no single right way to manage it. Assuming the existence of a single or even dominant barrier undervalues the importance of all the other barriers that face any company, including potential, prejudice, personality, community dynamics, culture and the ups and downs of business itself.

Learning to manage diversity is a process that is itself a very difficult and time-consuming process. This includes the difficult position of coping with the myriad of problems and simultaneously developing the minorities and women who represent their own competition for an increasingly limited number of promotions. When they succeed, it will be in small increments; when they fail, they will be vulnerable to

criticism. They will be accused of being barriers to progress. These managers need help; they need the change agent's support, and they need training. Most of all, they need recognition that they are making an effort and that conflicts and failures comes with the territory. Finally, they need to be judged accordingly (Thomas 38).

The change agent will need to develop the perspective of a long-distance runner, not that of the sprinter. Strategic change will require the change agent to do everything possible to encourage a long-term perspective. Thomas recommends taking one day at a time, celebrating the small victories, and passing the baton very carefully to the change agent who follows.

An essential step in the heart of managing is to conduct diagnostic research. The purpose of this is to identify the corporation's culture and systems, and determine if they are supportive of managing diversity. This is a complex and time-consuming process, but a vital one. Such research may be conducted by an outside consultant or organizational development

specialist because it must be completed with a high degree of objectivity. Through in-depth interviews, written surveys, reviews, relevant company documents (reports, manuals, memoranda), focus groups, and direct observations, researchers gather data on the company's many branches, the behaviors of managers and employees that relate to, or reflect their attitudes toward diversity. Depending on the trust level in the organization, it is possible to use both insiders and outsiders to gather data (Thomas 39).

Once the research has been completed, it must be examined as thoroughly as possible. The goal is to determine whether the organizational culture and deep-set assumptions support or hinder efforts to institute a management approach to diversity. This assessment is crucial since it provides the change agent the basis for planning change.

Implementing education and training

The change agent will need to emphasize education and training as a solution for managing diversity. Education will emphasize how things are thought about

while training involves that ways things are done. A major change such a diversity-management program will require is that people shift their mindsets and understand that educational programs are an important element of change. This education must be both on-going and repetitive because people need to hear the message more than once. Training will teach people new behaviors and methods of interaction. It will help people realize that behaviors are not "wrong" but different from one person to the next. Exercises in training programs will reinforce this learning (Thomas 39).

The change agent will need to emphasize the interrelationships between managing diversity and other on-going initiatives. The intent here is to help participants avoid overload. The change agent's job is to help managers and employees give meaning to all the different elements they face by helping them understand that it is all related and part of a comprehensive effort aimed at enhancing organizational performance (Thomas 40).

Successful implementation will require the change agents to recruit multiple other change agents at all levels in order to be successful. While it is obvious that the CEO is in a position to exercise leverage as a change agent, others in the organization can also assume this responsibility. Even when the CEO actively and vigorously functions as a change agent, successful implementation will require that a change agent provide assistance throughout the hierarchy in making the change a reality (Thomas 40).

Managing diversity may be accomplished without the leadership of a CEO. If the organizational unit has a reasonable amount of autonomy and discretion, implementation without the CEO is possible up to a point. That point typically will be when a major cultural change is considered.

A change agent can be either a line or human resource manager; however, given the nature of managing diversity, implementation will be compromised greatly without the significant ownership and involvement of line management. Accordingly, if a human resource manager initiates implementation, a major challenge

will be that of transferring ownership and leadership to line management. Human resource managers in most organizations are not likely to be able to foster managing diversity by themselves (Thomas 41).

Although there may be a single champion of managing diversity, successful implementation will still require multiple change agents throughout the organization. Without multilevel change agents, implementation will be extremely difficult, if not impossible (Thomas 41).

Chapter 4

BUILDING A DIVERSE WORK FORCE

Creating the culture of diversity must be effected in a constructive rather than reactive manner. Many organizations are providing valuable examples of what is being done to facilitate the change from assimilation and valuing differences to managing diversity. However no single organization has created a true culture of diversity as of yet. The early successes and failures of various diversity efforts suggest a basic blueprint for creating a diversity efficient culture, and can be helpful as a basis for initiating the diversity commitment.

A culture of diversity means an institutional environment built on the values of fairness, diversity, mutual respect, understanding, and cooperation; where shared goals, rewards, performance standards, operating norms, and a common vision of the future guide the efforts of every employee and manager (Loden & Rosener 145). This type of culture is the ultimate goal of

organizations seriously committed to the philosophy of managing diversity.

New techniques cover the entire range of activities involved in diversity education and training. It is important to focus on performance and on individual differences in styles, needs, preferences, motivators, and rewards.

The term "diversity training" covers a broad spectrum of activities, from information sharing to skill building. Often the word "training" is used as a synonym for education when in reality they are very different activities. When human resource managers discuss diversity training, what they usually describe is a general awareness education program. They want to present a program that conveys information about the following: changing demographics of the national work force; new approaches to managing a diverse work force; the limitations of affirmative action; dynamics of stereotyping and its effect of teamwork; and workers' changing values.

On the opposite spectrum are managers who feel that training programs' skill building activities must

be the root of diversity management. This philosophy ignores the fact that a base of understanding must be created before skill training can begin.

The varied perceptions of diversity training illustrate the importance of attacking the problem's basics. Since these are not covered by existing company programs or business school curricula, the organization must begin mapping the diversity management course appropriately. Failure to do so may waste valuable time and resources and have haphazard results.

Education provides a framework for actions such as developing a business rationale for a diversity program, defining issues, developing consistent terminology, and discussing the nature and origin of biases that interfere with the ability to perceive other people clearly (Delatte & Baytos, 50). Educational efforts can generate interest and a sense of urgency at senior levels and extend the change process throughout the organization.

Training, on the other hand, involves activities aimed at building usable skills. Training courses

teach managers how to coach female employees toward better career opportunities as well as teach employees from two merged companies how to adapt their communication styles to accommodate each other. Although training and education can be grouped together under the term "diversity training", it is unlikely that either will be optimally effective in the absence of the other.

Once the stage has been set by senior managers and other organizational leaders, a systematic process of awareness development and cultural change can begin. While this implementation process includes many separate steps, several can take place concurrently. However, care should be taken not to initiate any other implementation steps until a critical mass of employees has received awareness training and is prepared to support the cultural change.

Education

A profusion of educational and training programs on diversity are presently available, with thousands more in creation. It is no small task attempting to

sort out the mass of audiovisual materials and consulting services, let alone deciding where to begin with educational efforts. Some corporations prefer to design their own programs, specifically tailored to their organization's needs. Whatever means an organization uses to begin an education program, certain elements are essential.

The first is the degree of involvement of organizational leaders in awareness training. Where this involvement is limited, with CEO's, executives, and other leaders making an "appearance" at workshops but not participating, the impact of awareness education on cultural change is also limited. If leader involvement is equal to that of other employees, the potential impact is greater, assuming that the basic training is comprehensive. However, in most institutions, impact is greatest when those in key leadership positions receive considerably more awareness training than the average employee at the start of the cultural change effort (Delatte & Baytos, 45).

Early in-depth leadership education should focus on the exploration of primary dimensions of diversity. This includes an explanation of the many facets of diversity and how it encompasses a wide range of issues. Analysis of the impact of assimilation on the ability of others to succeed is also important. The mindset of assimilating minorities and women into the work force must be exposed as a myth, since it insinuates that diverse people are only valuable if they are changed to meet certain criteria.

The education sessions need to include an exploration of personal values, stereotypes, and prejudices. Often people are unaware of the stereotypes or prejudices they have learned during their lives. Values are a significant part of what we are and what is important to us. Examination of the impact of destructive "isms" on others is vital. No one wants or likes to be stereotyped, and usually it occurs because of ignorance. Education programs should be able to explore these problem areas and create meaningful dialogue among the participants.

An assessment of the organization's readiness to value differences is essential. The mission statement should have been revised to address the organization's goals, as well as employee issues and worker diversity. Then, placing emphasis on the goals and mission statements, use it as a tool to get or rekindle commitment from the work force. A copy of the mission statement should be given to every employee, sent to workers' families, as well as prominently displayed around the workplace to demonstrate organizational dedication. This will help instill pride in what the organization believes and hopes to achieve. Since the corporate mission statement is the most important thread that binds a diverse and unique work force together, it should be very clear and definitive.

Identification of current barriers that will impede the culture change process should be exposed. This way there will be no excuses or hidden agendas later.

A major consideration in the planning of the educational training curriculum is to strike a balance between intellectual and experimental learning. While

a single focus on theories, principles, demographic changes, and the organizational benefits of increased diversity can produce lively intellectual discussion in seminars, it is less likely to cause individuals to examine their personal values, attitudes, and behaviors or actively support culture change. Conversely, educational training that focuses solely on emotional reactions to key issues such as otherness, personal stereotyping, collusion, and the nature of prejudice will sometimes produce considerable personal insight but it is less likely to lead to institutional change. To support the culture of diversity, training and education must generate both heat and light. As such, seminars and workshops should address individual, group and organizational issues that help and hinder the change process and engage participants at both the emotional and intellectual levels.

Another element to consider in planning and development is how extensive the curriculum should be. Based on the complexity of the subject, it is unlikely that many organizations will run out of appropriate training topics before exhausting available funding.

Therefore, the difficult decision in curriculum planning is likely to be prioritizing the organization's most critical educational needs and deciding who to invite to what event. Where limited funding is a major factor, the rule of thumb is: begin with leadership education; follow up with general manager and employee education about stereotyping and the dimensions of diversity; continue with on-going seminars in managing diversity as a vital resource; develop pluralistic leadership skills; understand the dimension of diversity; provide career development/ efficiency training for diverse employees (Loden & Rosener, 204).

To produce the best results organizations should include everyone in educational training, regardless of what level. This should be followed up with specialized education for specific employee groups.

Once educational training begins, some employees will want to be more involved in the cultural change process. Many organizations have capitalized on this opportunity by forming formal networks among the employees having similar core identities. When these

networks have the support of the organization and are given a role as programmatic resources, they offer employees a means of on-going involvement in efforts to shape the culture of diversity.

Many organizations encourage employees to volunteer as awareness workshop facilitators in order to spread the management of diversity message and build grass-roots support for change. Volunteer facilitators who receive the training as workshop leaders often become powerful change agents. These change agents are able to convince the uncommitted in the organization of the value of diversity through their personal involvement and commitment.

In addition to using education and volunteerism to foster change, institutions also must demonstrate their belief in managing diversity by integrating work groups and decision-making groups at all levels and in all departments.

> It is in this area particularly that virtually every organization in America can continue to improve. Although the lack of a "qualified pool" of candidates may have posed a real barrier to increased diversity in the past, today it has become a very weak argument. (Loden & Rosener, 206)

The true depth of an organization's commitment can be measured by examining the percentages of diverse people in non-traditional roles, technical, and executive jobs. In cases where these numbers are increasing annually, the commitment to employee diversity is likely to be real. However in cases where no increase occurs, there is reason to question the stated commitment to change.

Training

Training should be part of a broad strategy for developing a diverse culture. Unfortunately, some organizations are embracing training as if it were the only strategy for approaching diversity issues. No matter how sincere these efforts may be, they usually are limited to improving understanding and appreciation of the most obvious differences among diverse people.

Enhancing awareness of differences between the conflict resolution styles of men and women can be an important program element and can be heartening to hear participants describe personal breakthroughs in their

understanding of such circumstances. However in the absence of other changes in the culture, systems, and practices of the company, changes in employees' perceptions and behavior are usually short-lived and before long the old status quo reasserts itself.

Training, as with education programs, must be designed to change the underlying assumptions of the organization. Employees are becoming increasingly dissatisfied with the assumption that adaptation is completely their responsibility. Training can help with group interaction, exercises, task forces, and self-assessment.

Organizations must be careful not to start training prematurely. It is imperative that the change agent does adequate research before planning a training or educational session. This research includes needs assessment and performing in-depth research on the current culture, to include hidden barriers and attitudes. If training programs are initiated prematurely, significant long-term improvement will not be sustained.

During the past few years, a number of companies have turned to the training videos or to a dynamic "sensitivity trainer" as the answer to diversity training. As they discovered the limits of this approach many organizations have returned to the starting point in order to more clearly define their objectives and to design programs specifically to meet those objectives (Delatte & Baytos, 59).

Some corporations have learned that if they overspend on training too early in the process, they will not have the resources to carry out other types of training programs, such as mentoring or succession planning, that are later judged to be necessary. Indeed, conservation of the budget for the total diversity effort is another reason to deliberate training decisions carefully (Delatte & Baytos, 59).

To respond best to the concerns of diverse employees an organization will need to tap into diverse inputs.

> [The organization's] education and training activities are unlikely to be particularly effective if they are conceived and designed via the BOWGSAT method, that is, a Bunch of White Guys Sitting Around a Table. (Delatte & Baytos, 59)

Voices contributing to the design of the program should cover the gamut of obvious diversity dimensions such as race, gender, age, ethnicity, and physical abilities. The change agent should consider many secondary aspects of diversity, such as parental status, geographic location, sexual orientation, organizational level, functional discipline and educational background. Of course, white males are also included as diverse members.

By including diverse inputs into the design process, the company will increase the odds that the contents are on target with the organization's perceived needs and the style of the programs is suitable for the culture. Many of the critical style issues involve the types of exercises that can be used to enhance multicultural understanding. Some organizations, for example, will find it difficult to support exercises designed to surface raw emotions or lay bare prejudices for all to see.

Merck and Company, the world's largest pharmaceutical company, called upon a consulting firm

to design a training program for them. Based on their research, they felt that an encounter-group approach, requiring co-workers to be brutally frank about their negative views of each other was strictly out of bounds. On the other hand, managers at another company insisted that their organization had a rough-and-tumble style of interaction, and the managers attending diversity programs would prefer an open and confrontational approach. The manager felt they would "dismiss any programs that in their minds, were too timid about surfacing the nitty-gritty issues" (Delatte & Baytos, 59).

Given the sensitive or volatile nature of issues sometimes covered in diversity training programs (racism, sexism, homophobia), it is very important that the program be thoroughly tested before it is rolled out to the employees. It is not unheard of to have an irate participant stomp out of the room after taking offense at the meeting dialogue and content and unfortunately, this type of news will spread quickly to future attendees. By initiating a testing phase, the company can assess the danger points in a program as

well as gauge its targeting and effectiveness (Delatte & Baytos, 60).

To test the program, the change agent should draw participants from diversity councils, advocacy groups, or employee population in general. Pilot programs that build in ample feedback time will allow these groups to assess sensitive concerns such as elements that lay blame for everyone's problems at the feet of the white males. They can help avoid the use of examples that tend to reinforce cultural biases such as "Asians are good at quantitative analysis" or "Hispanics are volatile". Rules and boundaries for behavior need to be set before discussions and exercises have begun. All organizational levels must be included in the training groups (Delatte & Baytos, 60).

These pilots may also help change agents build enthusiasm for and commitment to the program. Senior managers making a point of attending pilot programs at each site, for example, will speak volumes to employees about the company's commitment to the issues the program addresses (Delatte & Baytos, 60).

A limit must be set on the number of pilot tests for any one program and the change agent should try to keep the same group of pilot participants. Each pilot and each different group of participants will generate ideas for changes, but endless tinkering eats up an organization's time, money, patience, and commitment. Perfection is difficult to accomplish; therefore sound, viable training is all that is needed (Delatte & Baytos, 60).

Delatte and Baytos found that organizations more often turn to outside consulting agencies for diversity training than for almost any other type of course. Program managers cite various reasons for using outside help such as providing credibility when the company's environment is perceived as unfavorable by minorities, women, and other groups. Organizations reason that an outside agency can provide a diverse group of program leaders whereas their own internal training staff could not. Often corporations want rapid coverage for a large number of employees when internal resources are limited. Finally, organizations want to provide a level of skill and experience in diversity work that is

beyond the capability of internal trainers (Delatte & Baytos, 60).

Frequently, buyers of diversity training services rely too heavily on outside suppliers. Delatte and Baytos point out that it is best for large organizations to have a judicious blend of outside expertise and inside knowledge. Instead, they recommend that corporations choose the best of what is out there and then stretch their program dollars by building internal capability through training-of-trainer activities (Delatte & Baytos, 60).

Diversity management training efforts should be blended into existing programs for orientation, supervisory skills, sales training, management development, and so on. For example, an organization may have programs on sexual harassment, valuing differences, affirmative action, working with women, coaching, team building, and supervising older workers. Assessment for the continuing need for each program is necessary, then ways should be sought to combine related programs. By combining programs under one diversity umbrella, the change agent can improve the

efficiency and consistency of the message being delivered.

> For example, Anita Hill's charges of sexual harassment against Clarence Thomas, fresh reports on the "glass ceiling," and increasing demands for child care have focused a lot of attention recently on women. Subsequently, there has been a surge in training programs on how to manage female employees and how to ensure promotional opportunities for women. These efforts are worthy, but as stand-alone pieces they lack leverage and linkage to an organization's overall human resources development strategy. (Delatte & Baytos, 60)

Delatte and Baytos recommend that a company include these diversity components in its core training courses on conducting performance appraisals, coaching skills, and performance-management topics of all kinds. These subjects are particularly vulnerable to cultural biases and important to individuals' career progress. As long as diversity initiatives are isolated from the organization's core curriculum, the status quo will be difficult to overturn.

Ultimately, no one universal training package can meet the complexity of multiculturalism in the workplace. Extensive work in this realm points to

other areas in organizations that can work together with diversity training programs to create a new, diversity-friendly culture.

Communication

The influx of immigrants to the United States is one important area in which the workplace is changing. Controversies about multicultural communication have become very common in the United States over the last several years.

Multicultural issues are more pervasive, complex and subtle than in the past. Even when people of different racial backgrounds speak the same language, they often have difficulty communicating with one another. People from different cultural backgrounds bring different meanings, values and assumptions into workplace conversations. These differences often lead to misunderstandings and breakdowns in communications as well as threatening a common familiarization with organizational goals.

It is no longer feasible for businesses to assume that those who are of foreign extraction must

assimilate into the work force. Mary Parker Follett describes effective group communication as a process in which the group begins by emphasizing the differences that each individual brings to the group and them integrating those differences into collective thought (Fine, Johnson & Ryan, 310).

According to Fine, Johnson and Ryan's article "Cultural Diversity in the Workplace", well over three-fifths of the main communication linkages are between members of the same sex. Females usually identified other women as the people with whom they discuss work-related matters, while male respondents identified other men. As far as the responses by race, they showed a similar pattern with minorities more frequently identifying other minority employees as the people with which they talk with the most (Fine, Johnson & Ryan, 310).

Each group is more comfortable communicating within their own group. The cultures of gender and race give a unique perspective on organizing experience. How employees communicate identifies

personal barriers that are obstacles to their success (Fine, Johnson & Ryan, 311).

To manage diversity adequately, the change agent will need to deal with the many problems related to communication. The communication problems of work force diversity can be addressed by developing managers' generic communication patterns with specific attention to cross-cultural communication. For example, managers need to be aware that a Hispanic male might not feel at ease communicating with a female supervisor because in his culture a man is "the boss". Managers may also be unaware that in many cultures it would be impolite for an employee to offer a supervisor an opinion or suggestion. Such reluctance might be difficult for a white male manager to understand if he expects his employees to "speak up" and offer suggestions (Fine, Johnson & Ryan, 312).

Old methods of communicating with employees are being discarded as new methods take their place. In the past, managers and supervisors were taught to praise publicly which is not widely accepted by all cultures. For example, American Indians and Asians

have difficulty with public praise and with praising their own work. Their culture teaches the importance of recognizing the group over that of the individual. Therefore, public praise is difficult and hard to accept. Today, many human resource professionals are instructing employers to praise employees privately in order to protect the employees.

In the past, managers were instructed to deliver criticism in private. Today it is advised that criticism not be delivered at all. Instead, to accomplish constructive change, talk to the person who is trusted by both the supervisor and the employee and allow them to act as the communication bridge until a solution is found.

White culture teaches people to look the other person in the eye when speaking. In mid-eastern cultures this is not true. Therefore, specialists are advising managers and supervisors to avoid eye contact for a long period of time. They are also discouraging stereotypical judgments that lack of eye contact signifies things such as guilt, dishonesty and lower intelligence.

Recruitment and Retention

When issues such as age, gender, ethnicity, educational level, values; and physical, mental and health limitations come into practice, it can be a challenge to match people and jobs so employees are satisfied and job requirements are met. Organizations and managers may be following systems, policies, and practices that were established before the work force evolved into its present form. However, they will not work in developing a diverse culture (Sue 99).

Organizations must reach out to attract minority applicants and expand the pool of workers from which they will recruit. Human resource managers often complain about their inability to find qualified entry-level minorities. Most often this reflects bias in the the selection process itself. The implication is that most minorities are not qualified, or must fit a white definition fostered by the organization, to be considered qualified. Such attitudes and beliefs on the part of those positions of power automatically restricts the labor pool and may eliminate many potentially excellent minorities (Sue 100).

The organization needs to analyze the factors that impede recruitment of minorities and women, such as corporate image, low representation in the work force, and biased recruitment. Steps must be taken to eliminate such obstacles. Companies need to become more involved in the community to change their image and help develop the pool of workers.

Too many workers are trapped in jobs that do not fit them. There are several reasons for this such as: lack of necessary skills, no interest in the job, and unhappiness with what they are doing. Many employees are often trapped in such situations because of the organization's culture or the traditional career paths they choose to take. This is why the fit between the demands and characteristics of the job and the employee's competence, needs, interests and values are essential to motivation, productivity and morale.

Unlike institutions that hire diverse employees but do nothing to change their internal cultures, leading-edge organizations recognize that their systems and procedures must evolve in order to maximize the contributions of minorities and women. As such, these

institutions understand that enabling efforts to maximize the contributions of others is a vital component of efforts to manage diversity as an asset.

To keep qualified minority workers means that an organization needs to accommodate cultural diversity and make minorities and women feel comfortable in the workplace. Minorities and women must feel they are a part of a team and that their contributions are valued. Managers and employees need to understand the "minority experience" and feel comfortable in dealing with unpleasant issues arising from a culturally diverse population. To simply recruit more minority individuals without changing the culture will result in misunderstandings, frustrations, and a loss of valuable minority employees.

Eliminating the barriers to change has been successful for many American corporations, but these processes require time, focus and hard work. The individual and organizational changes inherent in understanding and accepting diversity, and in creating flexibility in organizations and their managers, will require deep personal transitions for many in the

workplace. Therefore, the success of change in general and the creation of a diverse culture is enhanced when the transition processes are planned for and well managed. While barriers to change are real, they are not impossible to overcome.

Chapter 5

STEPS TO CREATING EDUCATION AND TRAINING PROGRAMS

Education and training will be the cornerstone of all diversity efforts. As the United States moves toward the year 2000, many organizations will implement programs that they hope will aid in the change to diversity management. A diverse culture will provide a profitable, homogenous work force of efficient employees who will retain their identities and increase their power base.

The first consideration when developing a training program is the cost. The cost of diversity management training can quickly eat away at a corporation's budget. Obviously, when resources are poorly used, there will be little or no change in the culture of the organization. Therefore, it is essential to get as much for the training dollar as possible. Without it, a company's competitive advantage will be lessened or lost.

One way to make training more efficient is to conduct it as close to the job site as possible. Nearly two-thirds of all training dollars are spent on travel

and lodging. On-site job training will save money as well as get people on board quickly with the diversity-management initiative.

Johnson and O'Mara insist that hiring the training out to consultants is a waste of valuable financial and human resources. To ascertain cost effectiveness, corporations are being urged to train and certify staff employees as diversity trainers. This is contrary to some experts, who insist that only expert facilitators and highly knowledgeable trainers can adequately handle issues of diversity and cross-cultural communications. They feel that because of the sensitive nature of the issues associated with such training, experts are essential to offset problems and enhance the training experience (Johnson & O'Mara, 45).

The Trainer

The selection of a diversity trainer is crucial to an organization's success. Candidates should be people who value diversity, think fast, handle conflict well, have strong communication skills, and enjoy good reputations in their business unit or region. There are

four key attributes that an awareness trainer must have to be effective. As reported in the May 1992 issue of Training and Development they are as follows: self knowledge, leadership, subject matter understanding and expertise, and good facilitation skills (Rodgers 71).

The first key behavior is self-knowledge. This means understanding how one's personal beliefs and values may affect others. An effective diversity awareness trainer perceives and recognizes personal values, biases, assumptions, and stereotypes as they relate to the workplace and training. She or he exhibits a comfortable attitude when communicating about diversity (Rodgers 71).

Leadership is the second behavior. This means taking responsibility for championing diversity. An effective diversity awareness trainer is able to articulate the goals of diversity awareness training, and the goals of valuing diversity and managing diversity. She or he "walks the talk," by demonstrating commitment and support for diversity initiatives.

The third element emphasizes subject matter understanding and expertise. This stresses an

understanding of affirmative action and EEO guidelines. and how they differ from valuing and managing diversity. An effective diversity awareness trainer must recognize the implications for the work force regarding those concepts. They understand what is meant by valuing differences and can incorporate that meaning into the workplace from a bottom-line perspective. She or he understands the economic, competitive, and business reasons for managing diversity (Rodgers 72).

An effective diversity awareness trainer knows the demographic profiles of employees and customers in his or her business unit. They understand the effect of policies, systems, and practices on employees in the context of their ethnicity, gender, lifestyle and cultural differences.

The fourth element involves facilitation skills. This is knowledge of how to communicate the exchange of ideas and knowledge in an organized, effective manner. An effective diversity awareness trainer knows the audience in their business unit and knows how to design training based on that audience's needs. The trainer provides materials, facilities, supplies, equipment, and

other training aids that are appropriate to the audience. The trainer speaks clearly, uses a variety of inflections and shows a positive attitude toward the subject matter.

The trainer should use appropriate verbal and non-verbal communication techniques, such as eye contact and natural gestures. As long as they are not distracting, such techniques reinforce the trainer's words. The trainer should convey concise concepts, objectives, procedures, instructions, summaries, and transitions. She or he uses questions that encourage participation and that test the knowledge, attitude, and awareness levels of trainees. The trainer gives correct, concise answers in a non-defensive manner and uses trainees as resources by referring questions back to them. She or he listens carefully to trainees' statements, questions and comments(Johnson & O'Mara, 46).

Lastly, the trainer manages the training situation by staying on the topic, getting closure on the topic, and limiting the time allotted to discussing the topic. She or he constructively manages conflict between trainees and between him or herself and trainees. First

impressions may be critical in dealing with diversity issues, therefore candidates must exhibit behavior that indicates that they will be able to handle such matters in a business-like manner.

These basic characteristics along with a good course design and materials, enable people who may be new to the classroom to deliver effective diversity-awareness training. While some employees may find this extreme, the human benefits and low cost of having internal employees provide this kind of training makes the effort worthwhile (Johnson & O'Mara, 46).

Diversity-awareness trainers play an important role beyond training: they are expected to promote diversity in their day-to-day interactions with others; they are expected to "walk the talk" and thereby reinforce the messages they teach. Diversity awareness trainers should be encouraged to talk regularly with management and human resource managers to create an environment that values and appreciates diversity; a diversity-friendly culture (Johnson & O'Mara, 50).

There are many benefits that result from assembling an internal diversity awareness training force.

Internal trainers already know the employees in their business units. That familiarity increases their personal accountability for what they say and do. They have a vested interest in the training's outcome because they will interact with participants again in the future (Johnson & O'Mara, 51).

Internal trainers directly benefit from their new knowledge and skills as facilitators. Because they are aware of background information, trainers can personalize their training, respond easily to employees' questions, and bring real issues to the surface.

Internal trainers are familiar with the jobs and daily challenges associated with their organizations. They can use this information to focus training on relevant, critical issues. The trainers are available before and after training to answer employees' questions. They can easily follow up with the training group or provide additional sessions and extra organizational work (Johnson & O'Mara, 51).

The Training Program

There has been a remarkable increase in "diversity training" programs in a wide range of companies during the past few years. These programs continue to flourish, in spite of the recession, widespread downsizing and cuts in training budgets because these corporations are learning important lessons from their earlier counterparts on conducting an effective training program (Delatte & Baytos, 55).

Designing diversity training programs is a dynamic process. One important area designers must address first is learning styles. For example, some people work better in small groups than in large groups. The education range of participants will fluctuate from high to low. Therefore, it is necessary to design the training program so it will accommodate different types of learners.

When designing a diversity program there are several steps to remember. First, it is important to link the training program to the organizational mission. This will not only help support the diversity awareness

program but re-emphasize the organizations goals for the future (Diamante, Reid & Giglio, 60)

Another aspect to consider when promoting a new program is to provide a supportive rationale that focuses on customers and consumers or other business entities. This emphasizes human relations and demonstrates that the organization created a program that was intended to benefit everyone (Diamante, Reid & Giglio, 60).

Building intervention strategies is a third step which is very crucial to the design of a training program. Many organizations are quick to pursue the soft side of diversity intervention - that is, attitude change through awareness programs. Unfortunately there are many hard factors that nurture unfairness on a daily basis. Organizations should identify the practices that have caused biases within the organizations and utilize human resource practices to change these "norms" within the organization (Diamante, Reid & Giglio, 60).

Training Backlash

Training in the area of diversity has increased dramatically since 1990, since many businesses have become convinced that they must prepare employees for the changes in the work force. Awareness of diversity in the workplace is on the rise but so is a backlash to some of the issues it raises. In fact, negative reactions to diversity issues are widespread enough to have made the headlines.

A climate of backlash creates a challenge for organizations. Backlash can subtly sabotage efforts to produce team-oriented, diverse organizations. Diversity issues are becoming highly emotional. There have been reports, for example, on use of the term 'token-black syndrome' or TBS, introduced by diversity expert Price Cobbs.

TBS has become more widespread in recent years, as a white backlash against affirmative action has swept across the nation. In the workplace, the prevailing view is that blacks are not required, and are unable to meet the same standards for admission and promotion as whites (Mobley & Payne, 45).

Diversity consultants are being blamed for creating divided cultural environments. It has been said that organizations bringing in diversity consultants "think they are buying social peace, when they are actually more likely to be purchasing additional social conflict"(Mobley & Payne, 46). The biggest challenge facing diversity trainers today is how to handle backlash.

There are many arguments to explain the reason for this backlash, such as how fast-paced social changes are causing an emerging reaction to deep-seated biases. Lack of jobs and increased competition for resources create what some people see as a threatening environment. This causes race and gender issues to be used increasingly as a political football (Mobley & Payne, 46).

The media is also blamed for creating scapegoats and highlighting stereotypes. Magnifying differences has alienated groups further. People tend to feel comfortable with people who are similar to them and uncomfortable with those who are different.

Some people see the rise of "political correctness" as a direct threat to first-amendment rights. Some are calling this the greatest insult to free speech since McCarthyism. The political-correctness movement has created a legal and social mine field. Well-intentioned people feel that they must walk on eggshells around those who are different and if they make a mistake, their good intentions will not be recognized. People tend to confuse such terms as political correctness, diversity, multiculturalism, equal employment opportunity, and affirmative action. (Mobley & Payne, 46)

Some people believe that a focus on multiculturalism will destroy the unity of the United States. Unfortunately over time, the application of affirmative action has been misused and the term itself has come to have negative connotations. People who are not considered for a job or promotion because of affirmative action raise the cry of "reverse discrimination." Many people who are hired through affirmative action feel guilty in every discussion of

diversity, and are tired of being cast as the oppressors.

The seeds of backlash seem to have been planted in the kind of affirmative action training that targeted white men's attitudes toward women and minorities. The intent of affirmative action training, to eradicate prejudices that kept women and minorities from succeeding once they were hired, was good. However, people presumed that women and minorities would already know about the biases and prejudices, so white men were the focus of the awareness training, training that was often conducted by women and minorities (Mobley & Payne, 46).

Training that appeared to "beat up" on men bred resentment, fear, and eventually backlash, and not just from white men. By focusing attention solely on the issues and concerns of minorities and women, those training programs were discounting and devaluing those persons in the non-EEO and protected classes. This approach reinforced the "us versus them" view of the work, which makes employees feel victimized and disempowered.

According to an article written by Karp and Sutton, the following seven characteristics are considered problematic by most experts and a more pragmatic approach of dealing with the problem is discussed.

The **trainers are usually woman or ethnic minorities.** The current tendency is to avoid having white males do diversity training in the belief that female and minority trainers are more effective due to the fact that they have firsthand experience with discrimination.

In regards to having a minority trainer, it is reasoned that he or she will have a perspective that comes from personal experience. If an organization wants white males to learn about what it is like to be a member of a minority group, it seems reasonable to have the training conducted by a minority. However, adherence to this approach tends to ignore the group that is being trained (Karp & Sutton, 30).

While it is important that a diversity trainer be able to create and share a connection to a disadvantaged group, it is every bit as important for the trainer to connect with the trainees. The ideal would be to

conduct diversity training with a two-person team, one trainer presenting a minority point of view and the other reflecting the participant group. If this is not possible, the trainer must be sensitive to a point of view he or she does not naturally understand.

Diversity training courses emphasize that the trainer should conquer his or her prejudices. However, a more pragmatic approach may be to recognize that no one can be entirely free of prejudice. Trainers should acknowledge their own shortcomings to increase their credibility and that of the program (Karp & Sutton, 30).

The emphasis is on sensitizing the white male manager. Many programs focus on increasing the white male manager's awareness of diversity and changing his attitudes about it. The philosophy seems to be that everyone else is alright, but the white males need to be overhauled.

Any demographic change in an organization is going to affect everybody in the organization, not just one particular segment. However, it is important to keep in mind that no one ethnic or gender group is more sensitive than any other. Therefore, each member needs

to understand that their behavior may be affecting other members (Karp & Sutton, 31).

The programs usually reflect a specific set of values. Most diversity programs directly or indirectly endorse a particular philosophy of right and wrong such as tolerance is good and bigotry is bad; no group is genetically or culturally superior to any other group; working together is better than working alone; and loving is better than hating.

While there is nothing wrong with this philosophy, it is difficult to perform diversity training outside of the context of a clearly stated code of values. Diversity training will not be helpful if people do not feel comfortable stating unpopular opinions. Silencing people is counterproductive. "Just because you have silenced a man, do not think you have converted him" (Karp & Sutton, 32).

Diversity awareness is the sole theme of the program. Diversity awareness programs generally deal with nothing but the issue of diversity and discrimination. In this they are similar to the

racists or sexists simply because they are white males (Karp & Sutton, 32).

There are many examples of injustices done by one group to another group. If there were not, there would be no reason for diversity training. Some of these injustices have been committed because of malice and other because of ignorance.

These past injustices deserve to be acknowledged and respected, and then put aside. Although they serve as examples of unacceptable behavior, overemphasizing them blocks the goals of the training program. It is dangerous to focus too long on these injustices. Instead of enlightening white males, they often feel like they are targets (Karp & Sutton, 33).

The second problem is that a historical focus locks people into the past where nothing can be changed. It can be a frustrating, pointless exercise.

Third, a focus on injustice and guilt tends to polarize the different groups into victims and oppressors. This polarization increases resentment among groups when the goal of diversity training should be to reduce it.

Finally, there will be white males who correctly say that they have done nothing intentionally to harm anyone else. "Any attempt to make these people feel guilty will only make them defensive and resistant to anything that is said" (Karp & Sutton, 33).

A better approach is to acknowledge that past cultural injustice had occurred and recognize that nobody has cornered the market on pain. Survivors of any injustices, historical or present, hurt exactly the same way. Assume that no participant in the program intentionally wishes ill toward anyone else, based on ethnic, sexual, or religious characteristics. Agree that each person must take full responsibility for his or her own ways to use differences to achieve organizational objectives.

How a thing is said gains more importance than what is said or intended. "Languaging" is one of the primary tools for corrective intervention in today's diversity training. Awareness training often centers on how the misuse of words, even with no intention to cause harm can create situations of chronic pain and loss of self-esteem. Examples include the emphasis on saying

"chairperson" rather than "chairman", or understanding that "Latino" is not synonymous with "Hispanic". Correcting these language errors and guarding against their reoccurrence is a key goal of many diversity training programs.

Attention to language can be overdone. When this happens it tend to create a larger problem rather than solving the existing one. There are three negative effects about being difficult about language. First, when the concern about language becomes overemphasized, some members of a minority group tend to become overly sensitive about its use. They begin looking for insult where none exists (Karp & Sutton, 34).

Secondly, when members of a minority group become hypersensitive, they tend to place the entire blame on others for being insensitive, even though they may choose to put the worst possible interpretation on an ambiguous statement. This does little to facilitate rapport among the different groups.

Third, when trainers go out of their way to anticipate and correct hurtful statements before any harm has occurred, the effect is to neutralize the

language itself. It destroys spontaneity if people have to take the time to find the correct word.

Language is important as a tool and not an objective. A guideline should be set in training programs that allows one participant to correct another participant who says something hurtful during the training session. This will give training a chance to correct the situation. This approach places the responsibility for taking care of one's self on the individual. It gives the party who inadvertently offended someone the opportunity to find out how and why the person was offended. It allows people to get on with being together instead of having to think about every statement. It also gives the training itself some credibility and internal consistency (Karp & Sutton, 34).

The time orientation is mostly past and future. In most programs a lot of the time is devoted to looking into the history of the diversity problem. The purpose of studying the past is to study the events so they will not be repeated in the future and to learn from them.

When the past has been studied, it is important to shift the focus to the future.

A pragmatic approach keeps the orientation for the time and place in the present. If the training program is going to succeed in creating more awareness and willingness by the participants, there must be a focus n what is happening currently in the organization. It is much more realistic to approach the diversity issue by dealing with how people are, rather than to try and make changes from a position of how thing were or should be.

Conscious awareness and management of backlash are critical. The challenges of diversity and backlash are not going to go away by themselves. Ultimately, organizations can avoid backlash by being clear in their understanding of diversity and precise in their expectations.

Chapter 6

CONCLUSION

Diversity is upon us. American business cannot afford to ignore the signs of the future. The cumulative impact of the changing demographics of the work force will be dramatic in the next century. Diversity can be a weakness if not managed correctly. To do business in the next century, we must prepare to increase workplace diversity. To find and retain good people, we must create a common bond among workers in an environment where everyone can thrive and do their best.

Attempts to create a heterogeneous work force have failed miserably. We are often reminded of the great American "melting pot", one in which all diverse people came together into one functioning unit. However, when looked at closely, the "melting pot" mentality does not make sense.

The melting pot fails to recognize distinctive characteristics. The most powerful people overshadow the others. In business this is unfortunate because those overshadowed are never allowed to develop their exceptional attributes.

Affirmative actions programs were never designed to be permanent solutions. The premise is that the American economic structure is a solid, unchanging institution with more than enough space for everyone. Therefore, women, immigrants, people of color, and the disabled should be allowed into the work force as a matter of public policy and common decency. Since widespread racial, ethnic, and sexual prejudices are what keep them out, legal and social pressures are necessary to bring about the change.

Looking ahead to the year 2000, the structure of the American economy no longer seems invulnerable. Businesses are scrambling to compete in a market where the consumers are as diverse as the job applicants. To attract the talent necessary to succeed, affirmative action is not the answer.

Women and minorities no longer need a boarding pass, they need an upgrade. The problem is not getting them into the entry level positions, but to make better use of their potential throughout all levels of the organization. This is no longer a questions of common decency, it is a question of business survival.

Prejudice is not dead but it has suffered some wounds that may eventually prove to be fatal. Meanwhile, American businesses are now filled with progressive people, many of them minorities and women, whose prejudices are much to deeply suppressed to interfere with recruitment. The reason companies are still wary of minorities and women have much more to do with education and qualifications than with color or gender. Companies are worried about productivity and well aware that minorities and women represent a disproportionate share of the undertrained and undereducated.

Affirmative action is legalized coercion and is rarely needed at the recruitment stage. There are very few places in the United States where one can recruit and come up with nothing but white males. Today women and minorities have the necessary skills and education it takes to get hired. It is later on that many of them lose their drive and end up quitting or being fired due to their manager's inability to manage diversity.

Affirmative action plays a very important role in many corporate organizations. It is an artificial,

transitional intervention intended to give managers a chance to correct an imbalance or mistake. Once the mistake has been corrected, experts agree that affirmative action cannot cope with the remaining long-term task of creating a work setting geared toward the upward mobility of all kinds of people. It is difficult for affirmative action to influence upward mobility even in the short-run because it is perceived to conflict with the views we favor. Consequently, affirmative action is a red flag to every individual who feels they were treated unfairly and a stigma for those who appear to be its beneficiaries.

If affirmative action meant that no person's competence and character would ever be overlooked or undervalued on the account of race, gender, ethnicity or physical ability, than affirmative action would be the very tool needed to let every organization find its niche. Unless we are to compromise are standards, a thing no competitive company can even contemplate, upward mobility for minorities and women should always be a question of pure competence and character not by the group in which they were born.

Roosevelt Thomas believes that affirmative action initiatives need to be continued at least twenty more years in order to assure parity. However, the continuation of affirmative action is not the problem. The problem is convincing organizations that affirmative action is no longer the answer to a much larger issue.

Most experts agree that education and training programs are the best way to begin managing diversity and creating a diversity-friendly culture. Organizations need to align training into their strategic plans and make it a dynamic process. These program will need to address individual backgrounds, dispel stereotypes, and shift the mindset of both employees and corporations.

To accomplish this organizations will need a change agent who can emphasize the interrelationships between managing diversity and other ongoing initiatives. The change agent will aid the organization in recruiting multiple change agents at all levels of the organization. This will help the employees in accepting ownership of the program and work through the hierarchy for a change.

Diversity education and training will play a major role in bridging the gap between assimilation and cultural diversity. Both employees and employers must change to create a culture that is effective and productive. It will enable managers to create an environment in which employees can thrive. It will also increase sensitivity to diverse needs and trigger changes in the business climate and corporate culture. With the proper training of diverse groups, companies are assisting employees in adjusting to the business environment without a loss of uniqueness or their heritage.

The research of the thesis supports that hypothesis that diversity education and training can be the bridge that links assimilation of employees and training managers to build a diverse work force. Whether a company chooses to build its own trainers or utilize an outside firm, the importance of diversity training cannot be diminished. The time for building a diversity-friendly culture is now!

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