

Instructor's Manual to Accompany
The Psychology and Management of Workplace Diversity

Edited by Margaret S. Stockdale and Faye J. Crosby

By

Feng Cao¹

Southern Illinois University Carbondale

¹ Feng Cao, Department of Psychology, Southern Illinois University Carbondale, Carbondale, IL 62901-6502. fengcao0@yahoo.com

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350 Main Street, Malden, MA 02148-5020, USA
108 Cowley Road, Oxford OX4 1JF, UK
550 Swanston Street, Carlton, Victoria 3053, Australia

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Chapter 1: Why Now? The Contemporary Focus on Managing Diversity

Rosemary Hays-Thomas

Overview

This chapter introduces the concepts of diversity and its management, and reviews several factors that have brought the issues of diversity management to prominence in business and scholarship. The chapter also reviews federal laws and regulations related to diversity and discusses their impact on diversity management.

Learning objectives

- Understand the broad and specific definitions of diversity and diversity management. Describe the differences between the two types of definitions.
- Understand the working definition of diversity and diversity management that the author of this chapter provides.
- Describe how demographic changes influence the prominence of diversity issues.
- Describe how changes in economy and work influence the prominence of diversity issues.
- Describe the Civil Right Act of 1964, Title VII and the amendments made to it in later years. Understand the impact of this Act on diversity management.
- Understand affirmative action and its impact on diversity management. Differentiate affirmative action from quotas.
- Describe legislation related to age and disability and understand how it influences diversity management.
- Describe types of sexual harassment and their links to diversity management.

Sample multiple choice questions

1. The term “diversity” has become prominent in business magazines since the:
 - a. 1960s.
 - b. 1970s.
 - c. 1980s.
 - d. 1990s.*
2. Cox’s definitions of diversity focuses on the differences:
 - a. among members’ demographic characteristics.*
 - b. among members’ abilities and personality traits.
 - c. among members’ attitudes and expectations.
 - d. all of the above.
3. Which of the following statements is FALSE?
 - a. Roosevelt Thomas argues that diversity management should include everyone.
 - b. Almost half of White men and a quarter of minorities and women share the view that diversity management is another term for affirmative action.
 - c. Scholars who advocate broad definitions believe that law is the only major factor that leads us to attend to organizational diversity.*
 - d. To enhance teamwork, an organization needs to consider dimensions of diversity beyond sex and ethnicity.
4. The author of this chapter defines diversity management as systematic and planned programs or procedures that are designed to _____
 - a. improve interactions among diverse people.
 - b. make diversity a source of creativity.
 - c. reduce tension and conflict.
 - d. all of the above.*
5. Which U.S. population census allows people to classify themselves into multiple racial categories?
 - a. 1999.
 - b. 2000.*
 - c. 2001.
 - d. 2010.
6. Which of the following minority groups has the fastest population growth in the US?
 - a. Hispanic Americans.
 - b. Black Americans.
 - c. Asian Americans.*
 - d. White Americans.

7. The book, _____, has been widely recognized by scholars as a major stimulus for the diversity management in organizations.
- The Diverse US Population.*
 - Workforce 2000.**
 - Understand Affirmative Actions.*
 - Globalization—a trend for future.*
8. The Civil Rights Act of 1964, Title VII did not include protection against discrimination on the basis of _____.
- gender.
 - age.*
 - race.
 - religions.
9. The Civil Rights Act of 1964, Title VII covers all levels of government, educational institutions, labor unions, employment agencies, and employers with more than _____ employees.
- 100.
 - 50.
 - 30.
 - 15.*
10. Which of the following statements is TRUE about adverse impact cases?
- Defendants must prove that plaintiffs' accusations are wrong.
 - Defendants must justify their requirements as a business necessity.
 - Plaintiffs must provide evidence that the success rate of hiring or that the promotion rate of majority applicants is significantly higher than minority applicants.
 - All of the above.*
11. The number of legal cases under The Civil Rights Act, Title VII has increased recently because
- more discrimination has occurred and more compensation is given if the plaintiff wins the case.
 - people love lawsuits more now than ever before.
 - jury trials are used and more compensation is given if the plaintiff wins the case.*
 - when jury trials are used more discrimination has occurred.
12. Affirmative action was originally intended to be a _____ procedure to overcome effects of discrimination.
- preventive.
 - remedial.*
 - interventional.
 - voluntary.

13. Which of the following statements is FALSE about Affirmative Action?
- a. It is mandatory to federal governments.
 - b. It is mandatory to private organizations that contract with governments.
 - c. It is mandatory to all organizations.*
 - d. It is not mandatory to private organizations with less than 50 employees.
14. Employees or potential employees _____ years of age or older are protected from age discrimination in employment such as hiring, discharging, and forced retirement.
- a. 40.*
 - b. 45.
 - c. 50.
 - d. None of the above.
15. Which of the following statements is FALSE about the American with Disabilities Act?
- a. Employers are not permitted to inquire about disabilities of applicants or employees.
 - b. The Act excludes gender identity disorders, transvestitism, and transsexualism.
 - c. The Act covers AIDS/HIV patients and current drug abusers.
 - d. Pre-employment drug testing is considered a “medical exam”.*
16. Hanako is a secretary in Company Y. She refused dating invitations from her boss. He said if she didn’t go out with him, he would not give her a pay raise at the next yearly adjustment. This type of sexual harassment is legally called_____.
- a. hostile environment.
 - b. quid pro quo.*
 - c. supervisory harassment.
 - d. pervasive harassment.
17. Employers _____ be held liable in quid pro quo harassment and _____ be held liable in hostile environment harassment by supervisors.
- a. will...and may.*
 - b. may...and will.
 - c. will not...but may.
 - d. will ... but will not.

Sample essay questions and answers

1. Why has diversity management become prominent in the last decade of 20th century?
 - a. The workforce has become more diverse in these ten years.
 - b. Projections find that the workforce diversity will continue.
 - c. Changes in economy and work structures force organizations to handle issues brought by diverse workforces if they want to expand business and make profits.
 - d. Laws and regulations developed before 1990 have been enacted to make the American workplace more open to women and to people of color. They also provide protections to women and minority people.
 - e. Scholars' interests and research in this area have also contributed to the prominence of the topic with both theoretical and practical advances.
2. What are the foci of specific definitions and of broad definitions about diversity and diversity management? What are the rationales for each type of definitions?
 - a. The specific definitions focus on differences among employees (or potential employees) in terms of membership in particular demographic groups such as racial, ethnic, or gender categories, or on differences between specific groups to draw attention to the harsh consequences of power imbalances.
 - b. The broad definitions focus on differences among all employees rather than on differences between minorities and white male employees, or between male and female employees.

- c. The rationale for specific definitions is based on the fact that minority groups are discriminated against in the workplace. Ignoring this fact will make programs of diversity management less meaningful and less effective.
 - d. Broad definitions maintain that inclusiveness of everyone in diversity management will (a) gain support from white men; (b) reveal other differences that are important to teamwork or team performance; (c) remind us that categories are constructed by people rather than inherited; and (d) link diversity issues to other processes of management. Diversity management is seen as a form of organizational development that helps increase workplace effectiveness and harmony.
- 3. How do the various changes in the economy and work structure influence diversity management?
 - a. Globalization increases the contacts among employees of a given company across regions and nations as well as increases the proportion of minority employees in a given company. It also increases the need to understand how culture, language, and history affect employees' interactions.
 - b. Growth of the service sector increases the direct interactions between providers and customers. Whether providers are able to understand diverse customers becomes critical to the success of business.
 - c. New communications technology makes it possible for people to communicate regardless of time and location, but it also creates new

challenges of effective interaction. Non-face-to-face communication may be more likely to be misunderstood by communicators than face-to-face communication.

- d. The increase in the use of teams enhances the importance of cooperation among team members. Differences of demographics, background, information, and personality traits may cause problems for successful team performance, but may also increase creativity and innovativeness.
- e. Frequent job switching requires both the employees who switch jobs and the employees who meet new colleagues to team up and to adapt to each other in a short period of time.

4. What does Title VII of the Civil Rights Act cover, how was it amended, and how does it influence diversity management?

- a. Civil Rights Act, Title VII was enacted in 1964. It prohibits “discrimination or segregation on the basis of sex, national origin, religion, color or race.”
- b. It covers entities including federal, state, and local government; educational institutions, and employers with more than 15 employees; labor unions, and employment agencies.
- c. Later, it was amended to include pregnancy, childbirth, and related medical conditions, as well as sexual harassment.
- d. This fair employment law alerts organizations to examine and change practices that directly or indirectly disadvantage various groups.

- e. This law allows juries to judge employment fairness and to provide more compensation to plaintiffs if they win. Juries are thought to be more sympathetic than judges and are more likely to side with employees, which provides more protections to protected employees.
- f. This law also brings the issue of the “Glass ceiling” to the public attention.

5. What is Affirmative Action? Why is it likely to be misunderstood as a quota system?

- a. Affirmative Action (AA) stems from Executive Order 11246 signed by President Johnson in 1965.
- b. It requires federal governments and their contractors to examine their workforce and relevant labor markets to determine if the proportion of qualified people from the “protected classes” roughly matches their availability in the workforce. If not, organizations should take measures to reach the proportion. Government related contractors who are unable to do so potentially face cancellation of their federal contracts.
- c. AA is a remedial procedure to help organizations overcome the lingering effects of past discrimination.
- d. It is likely to be misunderstood as quota because AA appears to force organizations to recruit minority and women applicants to meet certain proportional requirements. In fact, AA quotas and set asides are illegal, as only qualified applicants can be hired.

Experiential activities

Panel 1.1: Sorting Out Terms: EEO, Affirmative Action, and Diversity & What's Wrong with this Picture?

Purpose: Help students understand the concepts of Affirmative Action, Equal Employment Opportunity, and Diversity through real cases. Also help students understand the variety of explanations people have about diversity management.

Time: Approximately 30 minutes

Activity: Divide the class into two groups and answer the discussion questions provided in Panel 1.1. One group answers from the perspective of the associate dean and the other group answers from the perspective of the department chair (especially pay attention to questions 2 and 5). The two groups then give their answers to the class through their representatives. Instructors may guide their debates about different views between the associate dean and the department chair.

Panel 1.2: Sexual Orientation as a Dimension of Diversity

Purpose: Help students understand that sexual orientation has become a diversity issue.

Time: Approximately 30 minutes

Activity: Divide the class into two groups. One group answers discussion questions 1 and 3 of Panel 1.2, the other group answers questions 2 and 4. Each group exchanges their answers.

Additional exercise

Write a 2-3 page mini report to describe diversity situations in your school and the efforts that school authorities have made to improve diversity management. Make suggestions to the authorities for further improvement.

Relevant websites

Equal Employment Opportunity Committee

<http://www.eeoc.gov>

The Equal Employment Opportunity Committee was established by Title VII of the Civil Rights Act of 1964 and began operating on July 2, 1965. The EEOC enforces the federal statutes of Civil Rights Act, ADEA, EPA, ADA, and others. This web site presents laws and regulations related to job discrimination, statistics of implementation of laws and charges of discrimination, news, and links to related websites.

US Census Data

<http://www.census.gov>

This website provides detailed US census data from the year 2000.

The Diversity Factor

<http://www.diversitymetrics.com/tdf/>

Online site for the nation's leading diversity practitioner journal, *The Diversity Factor*, published by Elsie Y. Cross. The site lists contents of current and past issues; offers The Diversity Book Shelf reviews, calendar of events, and access to a free copy of *The Diversity Factor's Language Guide*.

Chapter 2: The Arguments against diversity: Are they valid?

Kecia M. Thomas, Dan A. Mack, Amelie Montagliani

Overview

This chapter examines biases of five major anti-diversity arguments targeting women, the disabled, and the aged in light of empirical data. The chapter discusses their links to larger societal beliefs and highlights broad lessons for successfully managing diversity and avoiding the costs of mismanaged diversity efforts.

Learning objectives

- Describe the five major anti-diversity arguments and understand the concerns or biases behind the arguments.
- Understand how the authors of this chapter dispute each argument using empirical data.
- Understand the links between the biases of the arguments and the societal beliefs.
- Understand and distinguish the concepts of aversive racism, modern racism, and symbolic racism.
- Describe the three major anti-diversity myths that some Americans believe and understand why they have become myths.
- Describe measures that organizations can take to improve their management of diversity.

Sample multiple choice questions

1. Zuo, an Asian Chinese working in a telephone company as a salesman, found that the company values his knowledge and skills in gaining Asian customers. But he is isolated from coworkers of other race/ethnicities. This company is most likely to belong to which type of organization with regard to diversity management?
 - a. Discrimination and fairness.
 - b. Access and legitimacy.*
 - c. Learning and effectiveness.
 - d. None of the above.
2. Which of the following statements is FALSE?
 - a. Because surface-level diversity management creates conflict and incurs costs, we should avoid it in the process of building diverse teams.*
 - b. Surface-level diversity management is identity conscious.
 - c. Leaders who are ethnocentric tend to perceive and evaluate the world based upon their own cultural frame of reference.
 - d. Racial diversity when combined with a growth strategy will enhance productivity.
3. Researchers use the term “faultlines” to describe:
 - a. Visible demographic attributes within a group.*
 - b. Invisible value differences within a group.
 - c. Combination of visible and invisible differences within a group.
 - d. All of the above.
4. The major reason why women report leaving their jobs is that _____
 - a. they have to take care of children or older people.
 - b. they don’t like the job.
 - c. they are unable to do what they are expected to do.
 - d. their expectations for advancement and inclusion have not been met.*
5. Which of the following statements is FALSE?
 - a. Women on average have a higher turnover rate than men.
 - b. In addition to sexual harassment, other subtle forms of discrimination, such as lack of career opportunities and job dissatisfaction, are also the reasons why women leave their organizations.
 - c. Gender differences in personality and overall effectiveness are the reason women quit their jobs more than men do.*
 - d. Executive women have reported that a male-dominated corporate culture is the most significant obstacle to their advancement.
6. “Benevolent sexism” is a term to describe people who believe that _____
 - a. women are stronger than men so women should be given more challenging jobs.

- b. Women are weaker than men so women should be protected and supported.*
 - c. Women and men are equally strong but women should be given more opportunities to gain challenging assignments.
 - d. Women and men are equally strong so women should not be given any extra privileges.
7. Which of the following statements is FALSE?
- a. Disabled workers are more loyal to the company than non-disabled workers.
 - b. Because of physical limitations of disabled workers, they miss more work, produce less quality work, and drive up the costs of health care premiums compared to non-disabled workers.*
 - c. Accommodations for workers with disabilities are usually inexpensive.
 - d. Tax credits are often available for companies that hire workers with cognitive disability.
8. The major reasons why employers resist recruiting disabled people include perceptions of high cost of health care, higher absence, lower productivity, and increased:
- a. transportation to and from work.
 - b. loyalty.
 - c. safety risks.*
 - d. work-family conflict.
9. Which of the following statements is FALSE?
- a. Older workers are less likely to be promoted.
 - b. Older workers' experiences contribute to productivity.
 - c. Age is a reliable predictor of performance because age is highly correlated with learning capacity.*
 - d. Some older workers are not as motivated as young workers.
10. When we view that an organization's practices, culture, and assumptions are influenced by social, historical, and political context, we are using:
- a. Critical theory.*
 - b. Behavioral theory.
 - c. Needs theory.
 - d. Genetic theory.

Sample essay questions and answers

1. Why do some people argue that diversity impairs organizational effectiveness?

Why is this argument not valid? What can organizations do to avoid costs related to diversity programs?

- a. One argument against diversity is that diversity may cause problems and conflicts among employees from different backgrounds, e.g., gender, race/ethnicity, and age. People tend to form subgroups with people of similar demographic characteristics. Conflicts will lead to less effective teamwork and less productivity. Also promoting diversity programs may be expensive.
- b. This argument is not valid. Diversity can be managed at three levels: discrimination and fairness, access and legitimacy, and learning and effectiveness. If organizations only seek diversity at surface levels, that is, to simply combine diverse people to work together without real intention to value them, diversity management will fail, turnover rate will be high, and the cost of replacing these employees will be high.
- c. Empirical data also show that diversity programs will reduce costs related to legal challenges and turnover; and will increase effectiveness through innovation and creativity.
- d. It is not diversity itself that determines costs and effectiveness, but the way diversity is managed that accounts for the issues of costs and effectiveness. The authors suggest adopting a two-pronged diversity strategy, that is, first to increase demographic diversity (surface level)

using identity-conscious structures and then to develop systems that reflect organizational appreciation of the deep-level diversity.

2. What are the reasons that make some people think that women are less committed than men to their organizations? What are the true reasons why women leave their jobs?
 - a. The argument that women are less committed than men to organizations may be based on perceptions that women have a higher turnover rate, more absenteeism, and more family responsibilities.
 - b. Women report that they leave their jobs because of glass ceilings or other forms of sex discrimination.
 - c. Women tend to be relegated to jobs that have fewer challenges, be at lower levels of the organizational hierarchy, have less decision-making authority, and have fewer opportunities for training compared to jobs that men tend to occupy. These factors all contribute to a glass ceiling for women's promotion to high-ranking positions.
 - d. Sexual harassment and other forms of subtle sexual discrimination are also obstacles to women's advancement. One such obstacle is called "benevolent sexism," which refers to the belief that women are weaker and need protection from jobs that are too difficult or require too many responsibilities.
3. What are the benefits to hiring disabled and older workers?
 - a. Research has shown that disabled workers are more loyal, productive, and have lower turnover rates than non-disabled workers. Additionally,

organizations that hire disabled workers can enjoy financial benefits provided by the government.

- b. Older workers are more experienced and are as motivated and productive as younger workers.

4. What are the three forms of subtle racism and how are they similar to and different from each other?

- a. The three subtle forms of racism are aversive racism, modern racism, and symbolic racism. Each form of racism is covert and difficult to discover, but each is different in the form of ambivalence they experience.
- b. Aversive racism means that people struggle between anti-minority sentiment and a sense of egalitarianism. Aversive racists may not like minorities, however, they also believe that all people should be equal.
- c. Modern racism refers to people who struggle between negative attitudes towards a minority group and the desire to perceive themselves as non-racists. Modern racists may act as though they support anti-racism but believe that special programs are not needed to help minority groups advance.
- d. Symbolic racism refers to people who resist changing the racial status quo. They want to maintain the status that minorities have.

5. Describe the problems with the myths of Meritocracy and of the Colorblind Ideal?

- a. The meritocracy myth is based on the assumption that effort is the only factor that determines people's success or failure. Those who endorse the myth believe that minorities and women are in lower positions in

organizations because they do not work hard enough or their abilities are not as strong as others. This myth does not recognize the impact of the history of exploitation and exclusion that operate within and outside of organizations. It denies the existence of systems of oppression and privilege that deny opportunities based on color, gender, and/or sexuality.

- b. The myth of the colorblind ideal does not recognize the inability to separate a person's race from his or her identity, the authentic differences that are defining features of identity, the power differences that can hamper minority achievements, and the negative consequences for minority and women.

6. What are the differences between managing diversity and the Melting Pot myth?

- a. The Melting Pot Myth forces minorities to adopt white, male-dominant cultural values and practices without retaining their own values and practices. The myth implies that all people have been readily accepted into this American identity. When individuals are unable to completely assimilate, they are distanced from, excluded, and considered deficient in some manner by the majority culture.
- b. Diversity management is based on respecting and valuing differences among cultures, genders, ages, and so forth. It aims to reduce conflicts and evoke creativity and innovation.

Experiential activities

Panel 2.1: Best Practices—The Role of Diversity in Proctor & Gamble's Organization

Purpose: To understand how mentoring can influence both mentors and protégés through a real case in P&G.

Time: Approximately 35 minutes.

Activity: Divide the class into four groups. Two groups answer question 1 and 2 in Panel 2.1, and the other two groups answer question 3, 4, and 5. After group discussion, have each group shares their answers with the rest of the class and explore questions that evoke discussion and interest.

Panel 2.2: Racism in Today's Workplace

Purpose: To understand and distinguish three forms of racism: aversive, modern, and symbolic through a real case.

Time: Approximately 25 minutes

Activity: Students are divided into groups and read the text in Panel 2.2 without going through the answers first. They then discuss what type of racism each person described in the panel represents and why. Compare students' discussion with the answers provided in the panel. If there is time left, students are encouraged to discuss question 3 attached to the panel. (Instructors may need to help students distinguish the three forms by pointing out the key differences.)

Relevant websites

Diversity Central

<http://www.diversitycentral.com>

The online site for the *Cultural Diversity at Work* newsletter and related resources.

Diversity Database, University of Maryland

<http://www.inform.umd.edu/EdRes/Topic/Diversity/>

This is a comprehensive index of multicultural and diversity resources maintained by The University of Maryland and provides links to a wide range of resources pertaining to cultural diversity and multiculturalism.

(Please see more Relevant websites in Chapters 7, 8, and 9)

***Chapter 3: Models and Practices of Diversity Management:
A Historical Review and Presentation of a New Integration Theory***

Mark Agars and Janet Kottke

Overview

This chapter describes theoretical models and research related to managing diversity at different stages. Early models focused on the goals and management of diverse workforces and later models focused on the processes of achieving a diverse workforce. The chapter also reviews diversity interventions at individual, group, and organizational levels.

Learning objectives

- Understand the importance of models and theories for diversity management.
- Describe the common points of early models with regard to managing diversity.
- Understand Taylor Cox's (1991) concepts of monolithic, pluralistic, and multicultural organizations.
- Differentiate the concepts of valuing diversity and managing diversity in Roosevelt Thomas's model.
- Understand the concept of a "learning organization" and its association with diversity management.
- Describe the major features of intermediate models and differentiate them from early models.
- Understand the importance and influence of other disciplines and theories on the development of models of managing diversity.

- Describe the Full Integration Theory developed Kottke and Agars (2002).
Differentiate this model from early and intermediate models. Understand the underlying perceptual processes in the model and how they can hinder or facilitate full integration.
- Describe the main outcomes of diversity management at individual, group, and organizational levels.
- Understand why researchers want to take two approaches (finding moderators and deepening the definition of diversity) to explain the outcomes of diversity management at the group level.

Sample multiple choice questions

1. Dominic, who is a minority, just joined Company Y and found that the organization expects him to accept the majority culture. According to Taylor Cox's early model of three types of organizations in diversity management, Company Y is _____.
 - a. Pluralistic.
 - b. Monolithic.*
 - c. Receptive.
 - d. Multicultural.
2. Roosevelt Thomas proposed eight actions for responding to the growing diversity in organizations. The eight actions can be grouped into three categories: (1) attempting to set aside the voices of those different from majority; (2) accommodation, and (3) fostering mutual adaptation. Which of the following actions belong to the third category
 - a. Denying the existence of differences between minority and majority employees.
 - b. Tolerating the coexistence of people with differences.
 - c. Assimilating minorities and women into the dominant culture.
 - d. Changing organizational core values.*
3. Which of the following statements is FALSE?
 - a. Learning orientations are equivalent to managing diversity.*
 - b. The model of learning orientations tries to explain the underlying process of diversity management.
 - c. According to the authors of this chapter, the learning orientations are adapting, accepting, and encouraging of changes.

- d. The authors of this chapter regard Learning orientation models as belonging to intermediate stages of models.
4. Taylor Cox proposed a five-component model of change in 2001 to describe activities that multicultural organizations engage in. The five components include: Leadership, Research and Measurement, _____, Alignment of Management System, and Follow-up.
 - a. Assessment.
 - b. Education.*
 - c. Benchmarking.
 - d. Selection.
5. Early models are different from intermediate models in that:
 - a. early models did not include the term diversity management.
 - b. early models did not receive as many empirical tests as intermediate models.
 - c. early models focused only on the status of organizations in diversity management.*
 - d. early models focused only on processes of organizations in diversity management.
6. In addition to the contribution made to diversity management by Industrial/Organizational psychology and management, the authors of this chapter identified other theories that provided insights to diversity management. These additional theories include anthropological theories, cognitive theories, acculturation process theories, and:
 - a. need theory.
 - b. equality theory.
 - c. social identity theory.*
 - d. expectancy theory.
7. In Company Z, women employees think they are ignored by the company and want to be integrated into the majority. Top management thinks it is the responsibility of women to integrate themselves into the organization's culture. Company Z is in the _____, according to the "Full Integrated Model."
 - a. Monolithic stage.
 - b. Affirmative Action stage.
 - c. Issue identification stage.*
 - d. Follow-up stage.
8. The authors of this chapter suggest that effective diversity management requires an ecosystem approach. This means that:
 - a. an organization needs to incorporate community responsibilities into its actions.*
 - b. an organization must be responsible for ecological systems.

- c. an organization must be responding to government requirements about diversity.
 - d. an organization needs to consider all of its employees' requirements.
9. One of the fundamental processes of the Full Integrated Model is the perception of utility, which is:
- a. how to use the diversity policies.
 - b. how to improve efforts of managing diversity.
 - c. how to modify diversity policies.
 - d. how to demonstrate financial benefits of efforts to manage diversity.*
10. According to authors of the Full Integration Model, threat-rigidity responses result in _____.
- a. performance of dominate responses.
 - b. narrowed views of diversity management.
 - c. reduced risk taking.
 - d. All of the above.*
11. Research about the effectiveness of diversity groups has yielded inconsistent results. One of the explanations of the inconsistent results mentioned in this chapter is that
- a. researchers have used different methods.
 - b. researchers have not been interested in the topics.
 - c. researchers have not paid enough attention to moderators.*
 - d. researchers have different types of subjects.
12. One of the reasons why research on group-level outcomes of diversity management has yielded different results is because
- a. group-level studies are not interesting.
 - b. there is no way to measure group-level performance.
 - c. longevity of groups has not been considered.*
 - d. most studies are experimental.
13. Although group-level outcomes are inconsistent among studies, there are a few general conclusions. Which of the following conclusions is FALSE?
- a. Diverse groups are less cohesive.
 - b. Diverse groups have more task and emotional conflict.
 - c. Diverse groups are less creative.*
 - d. Diverse groups are more likely to suffer withdrawal behaviors.
14. Researchers who are interested in organization-level outcomes of diversity management often use _____ as criteria to assess the outcome.
- a. the proportion of minority and women employees in the organization.
 - b. the number of diverse change initiatives.
 - c. organizational public images.
 - d. organizational financial performance .*

Sample essay questions and answers

1. What are the major differences between early models and intermediate models?
 - Early models and intermediate models differ not only by the time they were developed but also by their focus.
 - Early models focus on describing the status of an organization in diversity management. For example, early models are interested in whether an organization is in the monolithic or multicultural state. The goal of the early models was to help people identify the status of the organization and move it from a lower, less inclusive status to a higher, more inclusive status.
 - The intermediate models focus on the process of change -- that is, how organizations can transfer themselves from a lower, less-inclusive state to a higher, more inclusive state. For example, organizations may need to establish a “learning culture,” emphasize leadership, or implement education in diversity management to move them from a lower state of diversity management to a higher state.
 - The goal of intermediate models is to provide organizations with tools to transfer themselves to a higher, more inclusive level in diversity management.

2. What are the differences between “valuing diversity” and “managing diversity” proposed by Roosevelt Thomas? Why is “valuing diversity” not sufficient for an organization that wants to achieve full integration?

- Roosevelt Thomas proposed three types of organizations that respond to the changes in the workforce: affirmative action, valuing diversity, and managing diversity.
- Organizations at the affirmative action level only seek the representation of minorities and women in their organizations. These organizations may care about statistics and numbers more than creating conditions that promote full integration among all employees.
- Organizations that implement valuing diversity initiatives strive to improve the relationship among their employees by encouraging acceptance and understanding of diversity.
- Managing diversity is more progressive than valuing diversity; that is, organizations must actively work to change their core culture and systems to foster mutual adaptation among employees.
- Valuing diversity refers to attitudinal changes whereas managing diversity refers to structural and behavioral changes.

3. Why is multi-discipline cooperation needed to understand diversity management?

How do some related fields influence the development of models of managing diversity?

- Managing diversity is related not only to organizational psychology and management, but also to anthropology, social psychology, and cognitive psychology—among other disciplines.
- Anthropology provides a comprehensive and complex conceptualization of culture, so when people talk about establishing a multicultural

organization, anthropologists are well versed in the understanding of culture.

- The ecosystems approach was developed from a social-work perspective. This approach expands diversity management from the organizational level to community level, that is, managing diversity requires an organization to incorporate community responsibility into its actions because organizations are embedded in communities.
- Individual acculturation process is another research field that can be integrated into managing diversity. Understanding how individuals adapt to a social culture can help organizations develop more specific initiatives for different individuals.
- Social identity theory describes how individuals' social identity influences their adaptation into a multicultural environment. Social identity theory helps identify obstacles to diversity management.

4. What are the major features of the “full integration model?” What makes this model different from other models?

- The full integration model (FIM) is a system-based, three-stage, multi-level model that identifies key processes and outcomes for successful diversity change management.
- The model has two levels: individual and organizational. In each stage of development, each level has a unique focus. The first stage prompts organizations to identify diversity issues and propose changes. The second stage consists of structural and systematic change needed at the

organizational stage, and attitudes and behavior change needed at the individual level.

- The FIM contains three stages: issue identification, implementation, and maintenance stages. These stages describe changes organizations experience as they develop toward full integration.
- The FIM also identifies four perceptual processes (or systems): social identity, utility, threat, and fairness. Social identity refers to our thoughts, attitudes, and actions; utility refers to financial benefits of diversity management; threat refers to how diversity change management influences some people's actions; and fairness refers to whether or not diversity management efforts are perceived as fair. These processes can be obstacles or facilitators to the success of organizational diversity management.
- There are several differences between the Full Integration Model and other more preliminary models. The Full Integration Model focuses on perceptual changes and changes in different levels when organizations transfer from less integrative to full integrative. Practically, it provides action guides for leaders to follow. Theoretically, it identifies underlying processes that may hinder or facilitate change.

5. Why are level-of-analysis issues important in diversity research? How many levels are usually researchers interested in? What are the outcomes at each level?

- There are three levels of analysis in which diversity researchers are typically interested: individual, group, and organizational.

- The levels of analysis are important because the outcomes of each level are different from each other.
- At the individual level, data are collected about employees' perceptions, attitudes, awareness, and behaviors. At the group level, productivity and team composition and cohesiveness are two topics of interest. At the organizational level, the competitive advantages of diversity management for the organization are studied.

Experiential activities

Panel 3.1: The Turnaround at Denny's

Purpose: To help students understand diversity cases in real life.

Time: Approximately 30 minutes

Activity: Divide the class into four groups. Each group answers the following two questions. Then each group presents their answers. The instructor needs to help students explore and debate different answers.

1. What problems did Denny's have in early 1990s? How serious were they?

According to early models of diversity management, Denny's belonged to what state at the time?

2. What measures did the new CEO take to improve diversity management? What results have been achieved at Denny's? How can you link Denny's example to the following fundamental processes outlined in the Full Integration Model: social cognition, threat-rigidity, perceptions of justice, and perception of utility?

Panel 3.2: Catalyst and The Catalyst Award

Purpose: To understand how Catalyst works to select exemplars for diversity management and the importance of the Catalyst program.

Time: Approximately two to three hours for background research and 15 minutes for each group to make their presentation.

Activity: Students work as groups to find a winner of the Catalyst Award in the past and to introduce to the class the organization's diversity management practices.

(Note: Instructors may suggest that students go to <http://www.catalystwomen.org> to find Catalyst award recipients and then log onto the winners' websites to retrieve detailed information about the companies and their diversity management).

Students should describe the number of employees, number of women and minority employees; history, programs of diversity management and the effectiveness of the programs; and other reasons that the organization was chosen. Students are also required to answer the following two questions when they prepare their presentations to the class.

1. What has Catalyst done that has made a difference in the field of diversity for 40 years? What is the purpose of doing so? What major criteria does Catalyst use to choose yearly winners?
2. What are common characteristics of organizations that have won the award? Why are these characteristics so important to the success of the diversity management programs?

Additional Exercise

Search the library or websites to find a recent (after year 2000) lawsuit case against a government agency or a private company related to diversity issues. (Hint: students may log on to EEOC's website to look for recent cases.)

Relevant Websites

Denny's

<http://www.dennys.com/aboutus/Diversity.asp>

This is Denny's restaurant's website, where the information about its diversity management program is presented.

Catalyst

<http://www.catalystwomen.org>

This is the Catalyst website, with information about the history of Catalyst and its philosophy toward diversity management. Also presented are the winners of Catalyst Awards for diversity management for the past several years.

***Chapter 4: The Influence of Culture on Role-Taking
in Culturally Diversity Organizations***

Dianna L. Stone and Eugene Stone-Romero

Overview

This chapter describes several cultural dimensions that are relevant to organizational behaviors. It also reviews and modifies a role-taking model to illustrate how cultural dimensions influence the role-taking process.

Learning objectives

- Understand the concepts related to role-taking; for example, role expectations, sent roles, received roles, focal persons, and role behaviors.
- Describe how organizational culture influences role senders' expectations.
- Understand the differences among several subcultures on cultural dimensions (the subcultures include Anglo-American, Hispanic-American, African-American, Asian-American, and Native-American).
- Describe the functions of scripts and understand why scripts are important to organizational behaviors.
- Understand the reasons for revising the old role-taking model or emphasizing the importance of cultural variables on role-taking.
- Deliberate how national cultures influence role expectations.
- Understand how cultural influences are related to conflicts between minority employees and majority employees.

Sample multiple choice questions

1. _____ roles are the focal person's beliefs about the role that is to be enacted.
 - a. Sent.
 - b. Expected.
 - c. Received.*
 - d. Behaved.
2. A focal person is the person who _____.
 - a. sends a role.
 - b. receives a role.*
 - c. is the boss of role senders.
 - d. is focused by role behaviors.
3. Research has found that men and individuals from _____ socioeconomic status backgrounds tend to be more _____ than women and individuals from _____ socioeconomic status backgrounds.
 - a. high...individualistic...low.*
 - b. low...individualistic...high.
 - c. high...collectivistic...low.
 - d. low...collectivistic...high.
4. Which of the following statements is FALSE?
 - a. Culture-based values and other cultural dimensions influence individuals' work-related attitudes, intentions, and behaviors.
 - b. Inferences about individuals should be based on knowledge of their ethnicity or nationality alone.*
 - c. The orientations of individuals who have immigrated to the US from other nations are often a function of their socialization experiences in both their country of origin and the US.
 - d. Subcultural groups may, on average, differ from one another on one or more culture-based dimensions.
5. Frank is a department manager, and he just made a mistake that cost the company ten thousand dollars. According to company policies, he should be given a warning. His boss, Carmen, is opposed to giving Frank any disciplinary action because of his relatively high position and his past contribution to the company. Carmen is likely to have a _____.
 - a. universalistic orientation.
 - b. friendship orientation.
 - c. merit orientation.
 - d. particularistic orientation.*
6. Which of the following statements is TRUE?

- a. Anglo-Americans prefer to focus on more than one thing at a time because they have better planning skills than people from other subcultures.
 - b. Asian-Americans often stress the past in their orientations toward time and persistence in working toward goals.*
 - c. Compared to other subcultures, Anglo-Americans are more likely to believe that the present is better than the past and the future.
 - d. Members of subcultures that are said to be polychronic tend to be more concerned with outcomes of their tasks than processes of their tasks.
7. According to the authors of this chapter, there are four basic elements of communication style. They include the goals of communication, the directness of communication, _____, and the basis of imputing credibility to communication sources.
- a. the level of emotion conveyed by communication.*
 - b. the importance of content conveyed by communication.
 - c. the number of parties involved in communication.
 - d. the harmony of communication.
8. A script is a plan or structure that describes the _____ that should be reflected in a particular context.
- a. behaviors.*
 - b. values.
 - c. norms.
 - d. beliefs.
9. In Anglo-style organizations, one way to reduce ambiguity of role expectations is to _____.
- a. develop leader-member relationships.
 - b. complete a job analysis.*
 - c. emphasize superior authorities.
 - d. all of the above.
10. Which of the following statements is TRUE about the influence of culture on the received role?
- a. On average, Anglo-role incumbents are less likely to need close supervision as they are clearly told what they should do compared to Japanese-role incumbents.
 - b. On average, Japanese-role incumbents are more likely to need close supervision than Anglo-role incumbents as Japanese workers depend on their supervisors more than Anglo-role incumbents.
 - c. On average, Anglo-role incumbents are more likely to need close supervision than Japanese-role incumbents as Anglo-role incumbents tend to re-interpret or change role expectations.*
 - d. On average Japanese-role incumbents are less likely to need close supervision as they can rely on their team members more than Anglo-role incumbents.

11. Which of the following examples indicates the influence of culture on role behavior?
 - a. A Japanese-style organization encourages different types of role behaviors.
 - b. A Japanese-style organization stresses direct communication among employees and supervisors.
 - c. An Anglo-style organization stresses consistent role behaviors in the success of group tasks.
 - d. None of the above.*

12. Terror Management Theory posits that when an individual interacts with a person who does not share his or her culture-based worldviews (e.g., beliefs, attitudes, standards), the individual's _____ will be threatened and _____ will be evoked.
 - a. values...hostility.
 - b. esteem...anxiety.*
 - c. security...emotion.
 - d. position...insecurity.

13. Schneider proposed an Attraction-Selection-Attrition model to describe how organizations become more _____ over time.
 - a. heterogeneous.
 - b. efficient.
 - c. homogenous.*
 - d. productive.

Sample essay questions and answers

1. How are sent roles different from received roles?
 - a. Sent roles are the expectations that are communicated to the focal person in the hopes of influencing his or her behavior. They reflect a subset of the role sender's expectations.

 - b. Received roles are the focal person's beliefs about the role that is to be enacted.

- c. Sent roles are different from received roles. They emanate from different people: role senders and focal persons. Role sender's expectations may differ from those of focal person's about what behavior is desired.

2. What is individualism? How does it differ from collectivism?

- a. Individualism and collectivism are polar ends of a dimension of culture.
- b. Individualists believe that the ties among individuals should be loose, and that individuals should look after themselves and their immediate family.
- c. Collectivists believe that people should belong to in-group or collectives, members of the collective who look after one another in exchange for their unconditional loyalty. Collectivists treat their in-group members differently from out-group members.
- d. In addition to the difference in attitudes toward ties among individuals, there are some other significant differences between individualism and collectivism cultures. Compared to collectivist cultures, individualist cultures tend to be more achievement-oriented, more universalistic, more punctual in time and more future-focused.

3. Why is script so important to organizational behaviors?

- a. A script is a plan or structure that describes the sequences of behaviors that should be enacted in a particular context. More specifically, a script describes the appropriate behavior for a particular role in a particular role

context. For example, professors have scripts for how they will question students during the oral defense of their theses.

- b. Scripts enable a person to organize knowledge and infer the patterns of behaviors that are appropriate in particular contexts (e.g., work organizations).
- c. Scripts also allow a person to “fill in the gaps” when information about appropriate behavior is unavailable. Sometimes, a role in an organization may not be well defined, or organizational culture is not clearly defined. People need scripts to fulfill their roles or jobs and assimilate to organizational culture.
- d. People from diverse cultural backgrounds may have different scripts about the same role. The differences among scripts may lead role players to behave differently even though everyone believes his/her script is correct. Conflicts may occur if role players from varying cultural backgrounds have different interpretations of expected behavior.

4. How do national cultures influence role expectations?

- a. National cultures impact the scripts people have about roles which affect role expectations and role behavior. Therefore, role expectations are likely to be different from one another if they have different scripts or if they come from different cultural backgrounds. For example, Anglo-American supervisors may expect their subordinates to contribute to idea-building,

whereas Japanese subordinates may think it is inappropriate for subordinates to argue with their supervisors.

5. Why do the authors of this chapter want to emphasize the importance of cultural influence in diversity management?
 - a. The authors of this chapter revised the role-taking model by adding cultural influences to each part of the model. They believe that the process of role taking is influenced by national cultures, cultures of role senders, cultures of focal person, and the cultural differences between role senders and focal persons.
 - b. In a diverse workplace, employees from different cultural backgrounds or subcultures have scripts based on their own cultures. Therefore, their understanding of appropriate role behaviors for the same role is different. As a result, focal persons from non-dominant subcultural groups may be less likely to comply with role expectations and may be more likely to experience negative consequences, such as low performance ratings, role conflict, relegation to outgroup status, low pay, lesser mentoring, and so forth. As a result, the entire organization is likely to experience lowered levels of productivity.
 - c. Organizations, especially those in the North America, have to face a more diverse workforce and more diverse customers. Organizations must recognize differences among subcultures and develop programs to enhance communication and understanding among employees.

Experiential activities

Panel 4.1: El Caballo Blanco Restaurant

Purpose: To help students understand the cultural conflict through a real case.

Time: Approximately 30 minutes.

Activity: Divide the class into four groups. Groups 1 and 2 answer questions 1, 4, 5, and 6 from Panel 4.1. Group 3 and 4 answer questions 2, 3, 5, and 6. Each group gives their answers and debates whether we should establish homogenous organizations to avoid cultural conflicts in the first place. (Instructors should guide the debate by asking students to think whether it is now possible to maintain a non-diverse workplace, and why historically non-diverse organizations are gradually becoming diverse workplaces. In fact, even Anglo-Americans from different organizations may have different organizational subcultures, which may be one of the reasons many mergers and acquisitions fail.)

Additional Exercise

Describe several culture-related conflicts that you may have encountered or observed in your work or non-work life. Describe the nature of the conflict. Using the Revised Role-Taking Model, diagram the conflict with regard to different cultural influences on the role sending and role-taking process. Now with your better knowledge of cultural dimensions, describe how you may have acted differently to avoid this conflict or misunderstanding.

Relevant websites

US Census Data

<http://www.census.gov>

This is the US census website, where detailed census data is available in many different ways.

United Nations

<http://unstats.un.org/unsd/demographic/social/default.htm>

This is the website of the United Nations. The website offers statistics from different countries about their socioeconomic status and population characteristics.

US Department of Labor

<http://www.dol.gov/21cw/>

This website, linked to US Department of Labor, describes initiatives for the 21st century workforce as proposed by the Secretary of Labor. As stated in the website, the mission of the 21st Century Workforce Initiative is to ensure that all American workers have a fulfilling and financially rewarding career in organizations that aspire to make sure that no worker gets left behind in the limitless potential of the dynamic, global economy of this new millennium. From the website, the reader can learn the plans and resources the US government has to manage diverse workforces in this century.

The Multicultural Advantage

<http://www.multiculturaladvantage.com/default.asp>

An online community for people of color with extensive links to information resources for career and recruitment, healthy living, family unity, life long learning and more.

Multicultural Paths

<http://curry.edschool.virginia.edu/go/multicultural/sites1.html>

From the Multicultural Pavilion, a resource for educators, Multicultural Paths provides links to a number of diversity sites, including those dealing with race, ethnicity, and gender, as well as providing an archive of historical materials and links to publications, social action and human rights groups, and other diversity resources.

Asian Pacific American Labor Alliance

<http://www.apalanet.org>

The Asian Pacific American Labor Alliance, AFL-CIO, is the first and only national organization of Asian Pacific American union members. Action alerts, an online newspaper, chapter information and press releases are included on the website.

ASPIRA

<http://www.aspira.org/>

Nonprofit organization devoted solely to serving Puerto Rican and other Latino youth through leadership development and education. ASPIRA takes its name from the Spanish verb aspirer, “to aspire to something greater.”

Labor Council for Latin American Advancement, LCLAA

<http://www.lclaa.org>

The Labor Council for Latin American Advancement (LCLAA) is a national Latino trade union association representing 1.4 million Latino working men and women in 43 international unions in 64 chapters in 17 states and Puerto Rico. This bilingual site provides a history of the LCLAA, a newsletter, information on LCLAA leaders, and chapter information.

Chapter 5: Leadership Processes in a Diverse Work Environment

Donna Chrobot-Mason and Marian N. Ruderman

Overview

This chapter examines the importance of leadership in diversity management, analyzes ways in which leaders can influence diversity management, and provides suggestions to enhance leaders' multicultural skills.

Learning objectives

- Understand why perspectives of “color-blindness” and “The Golden Rule” do not help leaders manage diversity effectively.
- Understand Leader-Member Exchange (LMX) Theory and how it differs from traditional leadership theories. Describe ways in which LMX can hold promise for redefining effective leadership within the context of diversity.
- Describe how recruitment activities can be tainted by discrimination and prejudice. Understand the influence of homophily bias or similarity-attraction and the influence of modern racism or aversive racism on recruitment.
- Explain the key functions of leaders in assembling teams.
- Understand different forms of discrimination that minority and women employees face in job or career development.
- Explain four primary strategies that leaders can use to develop the talents and abilities of others.
- Understand steps that leaders can take to enhance their own abilities in developing others.

- Understand what leaders can do to enhance teamwork. Explain why communication is important to building diverse teams.

Sample multiple choice questions

- LMX theory suggests that:
 - leaders who are highly concerned about production and people will be most effective.
 - the most appropriate style or styles of leadership depends on a number of situational variables.
 - each superior-subordinate dyad involves a unique relationship in which both members contribute to the quality of that relationship.*
 - None of the above.
- One possible source of discrimination in hiring practices is known as “homophily bias,” which refers to preference for hiring:
 - men.
 - women.
 - people who are different from us.
 - people who are similar to us.*
- Individuals who hold modern racist views believe that:
 - racism is no longer a problem and minorities are receiving undeserved gains in society.*
 - racism is still a serious problem now even after much effort has been made to fight discrimination.
 - minority people should be treated differently because they do not contribute as much as white people to the society.
 - they should openly show their aversion toward minorities.
- Joki is a team leader. To hire new team members, he should use _____ so that all applicants are treated in the same way and evaluated based on the same objective and job relevant criteria.
 - unstructured interviews.
 - standardized selection procedures.*
 - reference letters.
 - all of the above.
- When Akiko is evaluating Yang’s performance, she wants to use the 360-degree feedback method. She collects information about Yang from:
 - him (Yang) and herself (Akiko).
 - Yang’s coworkers.
 - Yang’s subordinates .
 - all of the above*

6. Which of the following statements about mentors and protégés is FALSE?
- a. Protégés and mentors of the same gender are less likely to meet after work than mixed-gender protégé-mentor pairs.
 - b. White women report the same number of mentors as White men report.*
 - c. Conflicts are more likely to occur with cross-gender or cross-race mentoring relationships than with same-gender or same-race pairs.
 - d. Same-race pairs experience more psychological support than mixed-race pairs.
7. According to the authors of this chapter, methods of developing people include:
- a. providing challenging job assignment.
 - b. role modeling.
 - c. developing and using mentoring programs.
 - d. all of the above.*
8. Research has found that members of non-dominant groups have _____ heterogeneous networks outside the immediate work group and _____ relationships with people in powerful positions.
- a. fewer.....fewer.
 - b. more.....fewer.*
 - c. fewer.....more.
 - d. more.....more.
9. As a team leader, Nazar has seven members who are different in gender, color, age, and educational background. He thinks that the most significant role he can play in facilitating teamwork is to:
- a. reduce meetings to save time for tasks.
 - b. randomly assign team members to working groups.
 - c. improve interpersonal communication.*
 - d. seek support from particular members.
10. Recent research suggests that _____ conflict can lead to a higher team performance.
- a. relationship.
 - b. task.*
 - c. emotional.
 - d. none of the above.
11. Zhang, an Asian American, rarely talks while engaged in teamwork. He thinks it is a way to show his modesty, but his Anglo-American colleagues think he is incompetent. The difference between the two views is due to:
- a. cognitive dissonance.
 - b. cognitive conflict.
 - c. different social norms.*
 - d. by-stander effect.

12. _____ is a unique, extra challenge female managers experience.
 - a. Developing a style that men feel comfortable with in the workplace.*
 - b. Resolving conflict between male and female team members.
 - c. Trying to be fair with both male and female team members.
 - d. All of the above

13. The authors of this chapter emphasize the importance for leaders to understand their assumptions and expectations of their own cultural heritage because:
 - a. we know more about other cultures than we do about our own.
 - b. other cultures are not as important as our own in diversity management.
 - c. we tend to be unaware of biases and prejudices rooted in one's own culture. *
 - d. All of the above.

14. Company XYZ is headquartered in the US, but has facilities and employees all over the world. They hired a consulting company to help develop worldwide Human Resource strategies. Which one of the following strategies is the consulting company least likely to recommend?
 - a. Provide cultural training to managers who will be sent to work in other cultures.
 - b. Enforce policies that have proved to be effective in US operations to business units in other countries.*
 - c. Recruit and promote more local employees.
 - d. Train local employees about American culture.

15. The authors of this chapter suggested that leaders increase self-awareness if they want to manage diversity effectively. Self-awareness means that leaders understand:
 - a. their attitudes toward minorities.*
 - b. their roles in implementing organizational policies.
 - c. their subordinates' needs and expectations.
 - d. their status in the company.

Sample essay questions and answers

1. Explain the concepts of "color-blindness" and the "Golden Rule" as they pertain to diversity management. Explain potential problems that such perspectives can create for effective diversity management

- Color-blindness and the Golden Rule both ignore the real differences between genders, races, age groups, etc.
 - Leaders who ignore the visible differences tend to send a message that their employees' uniquenesses are not important.
 - Minorities may feel that their unique values and contributions are not valued when they report to a color-blind leader.
2. What roles do leaders play in effectively managing diversity?
- Leaders who understand both the potential advantages and disadvantages of a diverse work force will be better equipped to take a more active role in managing diversity.
 - Leaders are critical in the process of assembling teams, developing others, recognition and reward, and employee development. Diversity management is involved in each of these processes.
 - When leaders fail to actively manage diversity experiences, widespread problems related to organizational barriers and bias toward minority employees may flourish unabated.
3. What is Leader-Member-Exchange Theory (LMX)? How can this theory help leaders in managing diversity? What barriers do cross-race or cross-gender leader-member dyads have in developing high exchange relationships?
- LMX theory suggests that each superior-subordinate dyad involves a unique relationship in which both members contribute to the quality of that relationship.

- High quality LMX relationships facilitate leaders in conflict management, interpersonal communication, feedback-seeking, and role modeling.
 - One barrier of cross-gender or cross-race pairs may be that there is more trouble developing high exchange relationships because of a lack of trust in people who seem different from oneself. We tend to be more comfortable working with people who are similar to us than with those who are different from us.
4. Describe the different forms of conflict that can occur in teams. Why should leaders manage conflict within a team carefully?
- According to the authors, there are three types of conflicts: functional background conflicts (e.g., a background in engineering versus human resources), informational conflicts (e.g., differences between knowledge and skills), and emotional conflicts (e.g., stereotype, interpersonal clash).
 - If carefully managed, informational conflict and functional background conflict will increase creativity because they help to facilitate new ideas and different strategies that might prove beneficial to team performance.
 - Emotional conflict should be avoided because it results from stereotypes and prejudice against diverse members of the work team.
5. What strategies do leaders usually use to develop people? Why are these strategies important?
- Leaders usually use challenging job assignment, training experiences, feedback, mentoring programs, and role modeling to help employees refine their capabilities and skills.

- These strategies are important in managing diversity. Women and minority employees are more likely to have less challenging jobs, less access to critical information and power, more conflict between cross-race or cross-gender mentoring relationships, and unfair feedback perceived by feedback givers and recipients.

6. What are multicultural competences? How can leaders develop those competences?

- The authors of this chapter define multicultural competence as the proficiency to diagnose diversity issues and the ability to resolve diversity-related conflicts and organizational problems by reaching mutually satisfying solutions for all parties involved.
- Developing multicultural competence is a long-term process that requires patience and commitment from leaders.
- Leaders need to increase knowledge of cultural differences, develop greater self-awareness, and acquire skills in conflict management, feedback-seeking, interpersonal communication, and role-modeling.

Experiential activities

Panel 5.1: Nominal Group Technique

Purpose: To let students understand how to use the Nominal Group Technique and to experience its advantages in anonymity and conflict avoidance.

Time: 25-45 minutes.

Activity: Ask students to list three ways that the student body can increase multicultural sensitivity and interaction on campus. No discussion or sharing of views is

allowed among students during this phase. Collect and list the answers on the blackboard. Allow the students to clarify or expand ideas as they are listed on the board. Then ask students to privately pick their top three ideas from those listed on the board. Collect the answers and rank the ideas from the most selected to the least selected. Choose the top five reasons and ask students to select three from the five. Again, list all the results and the most selected three reasons represent the common views.

After the selection procedure, discuss the advantages and disadvantages of this technique.

Panel 5.2 The Racial Insult: What Should the Leader Do?

Purpose: By debating different views students will understand that people with different backgrounds (e.g., Joseph and Ralph) may perceive the same thing differently and that the way a leader handles such issues is critical for a successful resolution.

Time: 30-45 minutes.

Activity: Divide the class into two to four groups, depending on class size. After reading the first half of the panel, Groups 1 and 2 will (a) try to support the argument that Joseph's joking is a form of prejudice; (b) discuss whether the incident is a racial insult or not if it happens in the office during work hours; and (c) support the role that the media played in the incident. Groups 3 and 4 will (a) try to support the argument that Joseph's joking is not a form of prejudice; (b) discuss whether or not the incident is a racial insult if it happens after office hours and off site; and (c) refute the role that the media played in the incident. Each group should select a member to record the team discussion. After 10 minutes of discussion, the four groups share their views with the class.

After reading the second half of the sidebar, Groups 1 and 2 will defend Nick's handling of the incident. Groups 3 and 4 will try argue against Nick's handling of the incident. After 10 minutes of in-group discussion, the four groups exchange and debate their views with each other. At the end of the debate, each group will offer advice to Nick to improve his ability to handle such incidents. (Note: Instructors need to guide students to link these questions to leadership skills, such as conflict management, that were discussed in the text.)

Relevant websites

Society of Industrial and Organizational Psychology

<http://www.siop.org/Instruct/LMXTheory/LMXIntro.htm>

This is link to LMX theory from the Society of Industrial and Organizational Psychology. A detailed theory of LMX is available on the website.

Council for Excellence of Management and Leadership

<http://www.managementandleadershipcouncil.org/reports/r29.htm>

This is the website of Council for Excellence of Management and Leadership, a British government-related committee whose aim is to develop a strategy to ensure that the UK has the best managers and leaders to meet the challenges of the future. It provides reports and statistics about leaders' roles in diversity management. Readers can download their reports or get a free CD in which their reports and data are contained.

The Center for New Black Leadership, CNBL

<http://www.cnbl.org>

This website is for The Center for New Black Leadership (CNBL), which is a non-partisan, not-for-profit organization established in 1994. On this website, one can

find projects and programs that enhance leadership skills of African Americans, legislation related to the Black community, and more.

Center for Creative Leadership

<http://www.ccl.org>

The mission of the Center for Creative Leadership is to “advance the understanding, practice and development of leadership for the benefit of society worldwide.”

NTL Institute

<http://www.ntl.org>

Founded in 1947, NTL Institute for Applied Behavioral Science is a not-for-profit organization working with managers, leaders, and executives to “increase their capacity to improve our collective and individual lives.” The Institute also conducts research, produces publications, and provides programs and products to leaders and organizations in all sectors. The web-site includes information on publications, training products, public training programs, customized and in-house training programs, and a calendar of events.

Chapter 6: Health Implications of Workplace Diversity

Lynda M. Sagrestano

Overview

This chapter examines stress-related psychological risk factors in the workplace and their potential influence on physical health; reviews the interaction of these factors with gender and race/ethnicity; and discusses potential stressors and adverse health outcomes for women and minorities in the workplace.

Learning objectives

- Understand the concepts of stress, primary appraisal, and secondary appraisal; and describe the how stress leads to physical illness and psychological distress.
- Understand how work load and work pace are related to stress and how women and minorities experience unique stress related to work load and work pace.
- Describe the relationship between job demands, job decision latitude, and stress.
- Understand the concepts of flextime and telecommuting or tele-working arrangements, including possible advantages and disadvantages.
- Understand the concepts of role conflict and role ambiguity, and their influence on work-family links.
- Understand why multiple roles can also benefit role takers.
- Describe how employers can help employees reduce work-family conflict.
- Understand how career security and advancement are linked to women's and minorities' health conditions.

- Describe the outcomes of sexual harassment, racism, and discrimination for women and minorities.
- Understand why intervention in reducing physical illness and psychological distress should be done at both organizational and individual levels.

Sample multiple choice questions

1. Stress can be conceptualized as a negative state of arousal that occurs when the demands of a situation _____ the resources available to cope with that situation.
 - a. meet.
 - b. are less than.
 - c. exceed.*
 - d. are not related to.
2. Which of the following statements is TRUE?
 - a. In primary appraisal, individuals evaluate the situations and resources they have to cope with the stressors.
 - b. In primary appraisal, individuals evaluate the situation and the harm of the stressors.*
 - c. In secondary appraisal, individuals evaluate whether their action or inaction will harm others.
 - d. In secondary appraisal, individuals evaluate the stressors and their outcomes.
3. Which of the following statements is TRUE?
 - a. An individual difference approach to studying gender differences in stress focuses on between-group variability.*
 - b. An individual difference approach to studying gender differences in stress focuses on within-group variability.
 - c. A social structural approach to studying gender differences in stress focuses on between-group variability
 - d. A social structural approach to studying gender differences in stress neglects between-group variability.
4. Which of the following is considered a job demand?
 - a. Constant deadlines.*
 - b. Conflicting demands.
 - c. Control over decisions.
 - d. All of the above.

5. Jobs ____ in psychological demands will produce job strain when the worker has a ____ level of control over decisions.
 - a. high...high.
 - b. low...high.
 - c. low...low.
 - d. high...low.*

6. Although women are at much lower risk of occupational injury and death than men, _____ is the leading cause of injury death for women in the workplace, accounting for 40% of workplace-related deaths.
 - a. homicide.*
 - b. alcohol abuse.
 - c. overstress.
 - d. all of the above.

7. _____ tasks are more likely to bring coronary heart disease to _____ than to _____.
 - a. Low-level control ... women... men.
 - b. Low-level controlmen ... women.
 - c. Monotonous ... men... women.
 - d. Monotonous ... women ... men.*

8. Which of the following statements is TRUE?
 - a. Shift work does not threaten marital stability.
 - b. Shift work threatens marital stability in early years for men only.*
 - c. Shift work threatens marital stability for women only.
 - d. Shift work threatens marital stability in early years for women only.

9. Moustafa, a computer software designer, chooses to work at home as a telecommuting or teleworking employee. He is more likely to experience _____ than his colleagues working together in a fixed workplace.
 - a. disruption of career development.
 - b. social isolation.
 - c. less and inconvenient access to resources.
 - d. all of the above.*

10. Marjorie, under the leadership of Jane and Jiang, is designing a company transportation program to help employees commute to and from work. Jane wants her to use the highest-quality busses, whereas Jiang wants to save as much money as possible. Marjorie does not know what she should do to meet both requirements. She is likely to suffer from _____.
 - a. role ambiguity.
 - b. role conflict.*
 - c. role overload.
 - d. role ambivalence.

11. Which of the following statements is FALSE?
- a. People experience work-family conflict because they have to handle several roles at work and at home, and each requires a significant amount of time.
 - b. Mothers with younger children have very little discretionary time.
 - c. Currently, the burden of caring for both children and elderly parents is shared equally between men and women.*
 - d. Women experience more work-family conflict than men.
12. Barnett and her colleagues (1998) argued that multiple roles could also bring positive outcomes to role takers. Their theory is called:
- a. expansion theory.*
 - b. anti-conflict theory.
 - c. multiple role theory.
 - d. effective role theory.
13. Women experience a _____ degree of occupational mobility than men, but their job changes are more likely to be_____:
- a. less ... upward.
 - b. greater ... downward.
 - c. less ... lateral.
 - d. greater ... lateral.*
14. When being sexually harassed, the majority of women respond by_____:
- a. reporting to higher-level authorities.
 - b. avoiding and ignoring the harasser.*
 - c. confronting with initiator.
 - d. none of the above.
15. _____ in _____ -dominated occupations feel more pressure from discrimination than _____ in _____ dominated professions.
- a. Women... male ... women...female.*
 - b. Women ...female ... women...male.
 - c. Men ... female...men...male.
 - d. Men ... male ...men ...female.
16. With regard to tokenism, three sources of stress have been found: performance pressure, boundary heightening, and_____:
- a. sexual harassment.
 - b. aversive racism.
 - c. role entrapment.*
 - d. work stressors.

Sample essay questions and answers

1. How do job demands and job decision latitude influence women and minorities differently from white men?
 - a. People with high job demands but low decision latitudes are more likely to express stress, compared to people with high job demands but high decision latitudes, or people with low job demands but high decision latitudes.
 - b. The segregation of the job market indicates that women and minorities are more likely than white men to be employed in jobs with high demands but low decision latitudes. Therefore, women and minorities are at greater risk for job strain than are white men.
2. What are flextime and telecommuting arrangements? What are the advantages of both arrangements? What are the disadvantages of telecommuting? (pp. 10-12)
 - a. Flextime is flexible scheduling of work time. Employees have some options to decide their working schedules. For example, employees can choose to start at 10:30 am instead of 9:00 am; or work 4 days a week with longer hours each day instead of 5 days.
 - b. Telecommuting refers to the arrangement of choosing a work place. For example, employees can choose to work at home.
 - c. Both flextime and telecommuting arrangements try to give employees more flexibility to meet their family demands while completing their work.

- d. The advantages of flextime and telecommuting, in addition to helping employees handle family responsibilities, include reducing turnover, improving recruitment and retention, increasing employers' abilities to accommodate people with disabilities, reducing absenteeism, and lowering levels of depression and somatic complaints.
 - e. The disadvantages are that supervisors may need to spend more time monitoring individual schedules and making sure that work is uninterrupted.
 - f. There are some disadvantages of telecommuting. For employees, they face the challenges of more social isolation, fewer opportunities for career development, fewer mentoring relationships, and more stress over career security.
3. Define role ambiguity and role conflict. How do multiple roles benefit role takers?
- a. Role ambiguity occurs when role takers do not have, or are uncertain about, information regarding role behaviors.
 - b. Role conflict refers to the dissonance arising from a situation in which two or more sets of pressures are simultaneously imposed, such that compliance with one undermines compliance with the other.
 - c. When the fulfillment of multiple roles depletes the role taker's time and energy, role-takers will experience role conflict.
 - d. Some scholars argue that multiple roles do not necessarily result in negative consequences. Expansion theory states that multiple roles are

associated with positive outcomes. Research on Expansion theory has led to three major conclusions: (1) multiple roles benefit both women and men by leading to enhanced mental, physical, and relationship health. For example, women who hold a positive attitude toward employment have a better mental and physical health; (2) interactions among multiple roles may help to buffer or mitigate stress from one role. For example, working couples bring more income to the family and more opportunities to develop supportive relationships, which, in turn, lead to a more positive well-being; (3) when the quantity and quality of multiple roles are well-balanced, the role-takers will benefit the most from multiple roles.

4. What is tokenism? How is it related to the health of a person who is a token?
 - a. Tokenism refers to solo status and numerical rarity of minority employees among majority employees. For example, a woman in a group of five male coworkers or a minority person in a group of ten majority coworkers would be considered tokens.
 - b. There are three sources of stress related to tokenism: performance pressures, boundary heightening, and role entrapment.
 - c. Performance pressures refer to the pressure tokens have of performing extremely well as they are often required to represent their demographic group.
 - d. Boundary heightening occurs when tokens feel isolated from the majority groups because the perception of their out-group status is made salient. Tokens are usually excluded from the majority groups.

- e. Role entrapment refers to typecasting tokens according to dominant stereotypes.
 - f. The common stresses related to tokenism include anxiety, depression, and other psychological symptoms.
5. Why should interventions in reducing physical illness and psychological distress be done at both the organizational level and the individual level? What can organizations do to help employees reduce their occupational stress?
- a. Occupational stress is linked to risk factors at the organizational level and to personal coping resources and ability at the individual level. Efforts that focus on only one level will not be effective.
 - b. Organizational risk factors occur in the arenas of work load and pace, job content, work schedule, role stressors, career security and advancement, and interpersonal relationships.
 - c. Examples of organizational activities to reduce risk factors include job design and redesign, participative decision making, building social support networks in the workplace, implementing employee assistance programs, promotion of equal pay and benefits, bias-free evaluation, and diversity training.
 - d. Individual-level interventions include time management, physical fitness, relaxation, and career counseling.

Experiential activities

Panel 6.1: Gloria Sotrages v. UMI and Joe Tarnett

Purpose: To understand sexual harassment and discrimination, and their links to health-related issues.

Time: Approximately 30-45 minutes.

Activity: Divide the class into two groups. One group defends Gloria, the other defends UWI and Joe to judge the case and provide recommendations for improvement. (Note: Instructors must guide students to understand the definitions related to sexual harassment, discrimination, and tokenism. Furthermore, instructors may want to think of creative ways of dividing the teams, e.g., women take Gloria's position, men take Joe/UWI's; *vice versa*, or mixed-gender teams). When one group presents their argument, the other two first listen carefully and then debate or defend their position on the basis of their assigned roles.

Students in Gloria's position should focus on what type(s) of harassment Gloria experienced, how her physical symptoms are related to the treatment she received, and whether she responded appropriately.

Students in UWI and Joe's position need to focus on whether Joe sexually harassed Gloria, whether Joe's actions were appropriate, whether UWI was justified in firing Gloria, and other alternatives the company had.

Relevant websites

Occupational Safety & Health Administration

<http://www.osha.gov>

Occupational Safety & Health Administration is an office of the US Department of Labor. This site provides rich information about occupational health including laws, regulations, and statistics.

National Institute for Occupational Safety and Health

<http://www.cdc.gov/niosh/homepage.html>

National Institute for Occupational Safety and Health is a part of Centers for Disease Control (CDC). This site provides rich information about work-related safety and health issues by covering a wide range of occupations and related health issues.

Job Stress Network

<http://www.workhealth.org/prevention/prred.html>

This website defines job stress, provides models of job stress and helps users identify their own job stress and job strain levels. It includes a self-rating scale to help measure a user's own level of job strain.

Families and Work Institute

<http://familiesandworkinst.org>

Families and Work Institute is a non-profit organization that addresses the changing nature of work and family life. The institute is "committed to finding research-based strategies that foster mutually supportive connections among workplaces, families, and communities." The web site includes links to research, community forums, publications, and a pressroom.

Labor Project for Working Families

<http://laborproject.berkeley.edu/>

The Labor Project for Working Families is a national advocacy and policy center providing technical assistance, resources, and education to unions and union members addressing family issues in the workplace including child care, eldercare, flexible work

schedules, family leave, and quality of life issues. Fact sheets, labor news, links to publication information, special projects, and other related web-sites are included.

Work and Family Connection

<http://www.workfamily.com>

A subscriber-based information clearinghouse for managers and work-life professionals, this site provides best practices, special reports, current copies of *Work and Family Newsbrief*, and *The Trend Report*.

Chapter 7: Shattering the Glass Ceiling in the New Millennium

Linda K. Stroh, Christine L. Langlands, and Patricia A. Simpson

Overview

This chapter reviews the status of women in management today, discusses barriers women face in mounting a successful career, and provides examples of measures that organizations can use to break down the barriers impeding women's success.

Learning objectives

- Understand the concept of the “glass ceiling” that hinders women's ability to advance to higher levels in organizations.
- Describe the current status of women in management and executive levels.
- Describe the salary gap between women and men, and explain what causes the salary gap.
- Describe actions and steps that women can take to break through the glass ceiling (Pay attention to the subtle discrimination behind some steps that women can take, such as learning to behave in ways that are comfortable to male managers)
- Understand the importance of organizational programs for the success of women's careers. Describe three types that have received special attention.

Sample multiple choice questions

1. According to the authors, which of the following statements is FALSE about women's status in management and executive levels?
 - a. The percentage of women who hold managerial positions has increased dramatically in recent years.
 - b. By 1996, the percentage of women who were promoted had slightly surpassed that of the men.

- c. The number of senior positions in 500 Fortune companies that were held by women from 1995 to 2000 remained unchanged, or even decreased slightly.*
 - d. Women were more likely to be promoted in medium-sized companies than in large companies.
- 2. Although women's earnings in general have increased, there is still a significant gap between women's and men's salaries. The gap, on average, is:
 - a. 15%.
 - b. 25%.*
 - c. 35%.
 - d. 40%.
- 3. The MAJOR explanation many researchers offer to explain differences of earning between men and women is:
 - a. women tend to be congregated at lower management positions than men.*
 - b. women have poorer salary negotiation skills than men.
 - c. women have lower expectations regarding their salary compared to men.
 - d. women work few hours than men.
- 4. Research has found that women who work in firms with _____ in positions of power are more likely to show _____ traits.
 - a. few women...both feminine and masculine.
 - b. few women...feminine.*
 - c. many women...both feminine and masculine.
 - d. many women...feminine.
- 5. Catalyst once surveyed women about their actions or behaviors to break through glass ceiling. The action or behavior that was most recommended by women who were surveyed was to:
 - a. have an influential mentor.
 - b. seek out difficult or highly visible assignments.
 - c. develop a style that male managers are comfortable with.
 - d. consistently exceed expectations.*
- 6. Which of the following statements is FALSE about women's management style?
 - a. Women need to evaluate their business environment before they decide if a masculine management style will be helpful in their career.
 - b. Subordinates can gain confidence from their female managers' consultative management styles.
 - c. Women should develop a management style that male managers are comfortable with because this kind of style is more effective.*
 - d. All of the above.
- 7. Which of the following statements about mentors and protégés is FALSE?

- e. Protégés and mentors of the same gender are less likely to meet after work than mixed-gender protégé-mentor pairs.*
 - f. White women report the same number of mentors as White men.
 - g. Conflicts are more likely to occur with cross-gender or cross-race mentoring relationships than with same-gender or same-race pairs.
 - h. Same-race pairs experience more psychological support than mixed-race pairs.
8. One of the three major programs that should receive special attention to help women break through the glass ceiling is to create family-friendly programs to help reduce the stress of their family responsibilities. Which of the following examples belong to this type of programs?
- a. Telecommuting.
 - b. Job sharing.
 - c. On-site childcare.
 - d. All of the above.*
9. Although the majority of family-friendly programs are implemented to attract and retain women, researchers pointed out that men should be encouraged to use them, MAINLY because:
- a. it is a waste of money if only women use them.
 - b. men are expected to do more housework now than in the past.
 - c. men who don't use the programs would view women who do as less committed to their careers.*
 - d. men are not aware of the existence of the programs.
10. Which of the following examples does not represent the results of implementation of initiatives related to breaking the glass ceiling?
- a. Employees have increased organizational commitment.
 - b. Employees have gained more support from their family members.*
 - c. Employees have reduced turnover intention.
 - d. Employees have reduced stress and illness.

Sample essay questions and answers

1. What is the "Glass Ceiling" and what is the current status of women in management and executive levels?
- The glass ceiling is a term used to describe invisible but impenetrable barriers that women face in promotion to managerial and executive levels.

- In the past 30 years, the trend has been for more and more women to be promoted to managerial levels. Sometimes the percentage of women promoted surpassed that of men.
- Women in medium-sized firms are more likely to be promoted, whereas men in large firms are more likely to be promoted.
- Women with children are less likely to be promoted than men with children.
- The higher the level of the position, the fewer the number of women who occupy these positions.

2. What are the major reasons that lead women to earn less than men?

- On average, women earn 25% less than men. There are multiple reasons for such a phenomenon.
- Structure and power relations are two reasons why women earn less than men. Women in companies dominated by male managers earn less than women in organizations with more women at the top. Male supervisors tend to rate male subordinates better than female subordinates in performance appraisals which leads to lower salary increases for women.
- Women are found to be less assertive than men when it comes to annual wage and salary negotiations.
- The number of hours one works is related to earnings. Women, on average, work fewer hours than men. However, women who work extreme hours are not compensated as highly as men who work extreme hours.

- Women tend to be congregated at lower levels of management than men, and these positions pay less than higher-level management positions.
3. What are the major barriers that women have in their promotion to senior managerial positions?
- CEOs think that women lack the motivation to seek higher positions.
 - Social stereotypes depict women as more likely to be family oriented than career oriented, to be in low-level jobs, and to be less professional and authoritative. Stereotypes exist more in companies with few women in top positions than in companies with more sex-integration at the top.
 - Workplace discrimination: Recruitment. Women are judged less favorably on superficial factors when job-related information is not available.
Training and development. Women have less training and development opportunities and less on-the-job responsibilities.
 - Women's family responsibilities and behavioral characteristics also contribute to their career disadvantages. For example, women tend to be results oriented whereas men emphasize strategic planning and business analysis. The latter is seen as more critical for higher managerial positions.
4. What are the major actions that women can take to break through the glass ceiling? Do the actions that were recommended by successful women imply discrimination or inequality?

- There are four or five actions that women can take to shatter the glass ceiling.
- The action recommended most often is to consistently exceed expectations.
- The second recommended action is to develop a style with which male managers feel comfortable. That is, women must adopt a male management style and display male characteristics. This recommendation must be treated cautiously, however as recent research is finding that many of the styles that women tend to adopt more than men, such as consultive styles, are seen as more effective.
- The third action is to seek out difficult or highly visible assignments because such assignments provide more access to senior people, build trust and confidence, and help gain critical decision-making experience.
- The fourth action is to find a good mentor. Mentors will provide opportunities for career mobility.
- The final option is for a woman to start own her own business.
- The first two recommendations imply discriminations and inequality between women and men in the workplace. These two recommendations emphasize that women must trade off between feminine characteristics and masculine managerial styles.

5. What are the three types of programs that should receive special attention from organizations to help women break through the glass ceiling? How do they link themselves to the barriers of the glass ceiling for women?
- The three types of programs are designed to (a) help women balance work and family responsibilities, (b) build and expand women's networks, and (c) establish career tracking for high-potential women.
 - These three are important because they are closely linked to barriers that women face in career development and actions they should take to break the barriers. For example, one barrier is that women are expected to take care of family responsibilities and fulfilling these expectations may negatively impact perceptions of their career commitment. Networking can help women find proper mentors and increase their visibility at work. Both are actions recommended by successful women. Career tracking programs help create opportunities be assigned to difficult and challenging tasks.

Experiential activities

Panel 7.1: Becoming an Employer of Choice

Purpose: To understand how organizations can break through the glass ceiling and what possible actions organizations can take to do so. This activity also allows students to realize the importance of leadership in initiating programs to shatter the glass ceiling.

Time: Approximately 25-30 minutes.

Activity: Divide the class into four groups. Each group tries to answer the same questions listed after the sidebar. After the discussion, groups exchange their answers. (Instructors should help students understand the importance of leadership in this matter and the difficulty of resolving problems).

Additional Activity

Students form groups to design and conduct a survey to investigate perceived glass ceilings in real life situations. Each group surveys or interviews 5 female employees who work in a selected organization with regard to factors that may be barring them from advancement to higher level positions. Alternatively, some groups could interview female employees, while other groups interview 5 male employees, and groups could compare their findings.

Relevant websites

Report about Glass Ceiling

http://www.ilr.cornell.edu/library/e_archive/gov_reports/GlassCeiling/default.html

This website is constructed by Cornell University to document government reports about the glass ceiling in the United States. It provides report text and related links to this topic.

Coalition of Labor Union Women, CLUW

<http://www.cluw.org>

The CLUW, founded in 1974, adopted four goals of action: organizing women, political action and legislation, affirmative action in the workplace, and participation of women within their unions. The Coalition currently has more than 75 chapters across the US. The web site includes news, an events calendar, and membership information.

Institute for Women and Work, Cornell University ILR

<http://www.ilr.cornell.edu/women&work/>

The Institute for Women and Work is an intellectual, research, and education center for women that focuses on educational and training programs with corporations, educational institutions, unions, and public sector agencies regarding issues relevant to women and their work. The institute also conducts applied academic research funded by government agencies, corporations, unions and/or foundations that address issues which influence the achievement of women's potential in the workplace. Furthermore, the institute disseminates relevant research related to public policy through conferences, seminars, and publications. The web site includes links to events, articles and publications, a directory of the Institute, as well as links to other ILR institutes and programs.

Women's Executive Network

<http://www.wxnetwork.com/>

A job site dedicated to jobs for professional women in the business world. This site includes a job center, a mentoring program, information on finance, balancing work and family life, and more.

American Association of University Women

<http://www.aauw.org/>

The American Association of University Women is a national organization that promotes education and equality for all women and girls. The website provides information on research, fellowship and grants, contact, and program information. The site also includes a large section on the organization's diversity initiatives.

***Chapter 8: Toward the Inclusiveness and Career Success of
African Americans in the Workplace***

Kevin Cokley, George Dreher, and Margaret S. Stockdale

Overview

This chapter examines the status of African Americans in the workplace with regard to structural and informal segregation and discrimination in their job, wage, and career mobility. This chapter also discusses the role of racial identity of African Americans in organizations that are more or less responsive to the value of diversity.

Learning objectives

- Distinguish between simplistic and comprehensive approaches to explaining the disadvantages that African Americans experience.
- Describe disparities between African Americans and Whites in wages, jobs, and occupations.
- Understand the reasons why African American employees are less satisfied than their White counterparts. Understand how structural segregation impacts African Americans' job experiences.
- Describe the stereotypes and prejudices against African American employees in organizations and link them to African American employees' status in earnings, jobs and occupations, and access to informal networks.
- Describe the career attainment model and its modifications to include race/ethnicity issues. Explain the role of opportunity in the model. Use the model

to explain why African Americans or other minority individuals are less represented than Whites in managerial positions and professional occupations.

- Understand models that describe the process of the formation of Black racial identity.
- Explain how racial identity can partially explain differences among African Americans in the ease with which they can access informal resources, form connections with Whites, and find opportunities to change monocultural organizational cultures.

Sample multiple choice questions

1. Harvard educators Stephan and Abigail Thernstrom used conservative approaches to explain the disadvantaged position of African Americans, which they attributed to African Americans':
 - a. low cognitive ability.
 - b. inadequate family structure.
 - c. tendency toward crime and violence.
 - d. all of the above.*
2. Statistics have revealed that White, full-time, year-round employees earn more than their Black counterparts. Specifically, the wage gap between White males and Black males is _____ that between White females and Black females.
 - a. bigger than.*
 - b. smaller than.
 - c. the same as.
 - d. never compared to.
3. Psychologist Joel Lefkowitz used a term *ethnic drift* to describe the phenomenon that:
 - a. people with ethnic backgrounds different from their supervisors' tend to resign their jobs soon.
 - b. people with ethnic backgrounds different from their supervisors' tend to be less productive.
 - c. people with ethnic backgrounds different from their supervisors' tend to be reassigned to same-race supervisors soon.*
 - d. None of the above

4. Which of the following statements is FALSE about race disparities in employment decisions?
 - a. White raters gave higher ratings to White ratees whereas Black raters gave higher ratings to Black ratees.
 - b. After differences in age, education, organizational tenure, type of job, and satisfaction with career support were controlled, Blacks were rated by managers as having significantly less promotion potential than Whites.
 - c. On average, evaluations of Blacks by managers were one-fourth of a standard deviation lower than evaluations of Whites.
 - d. When interviewing for jobs that were considered to be highly complex and thus the applicants in the pool were considered elite, Blacks are rated lower than Whites.*
5. Tom tends to interview more less-qualified White applicants than qualified Black applicants when he thinks it is justified by business requirements. Tom is more likely to be a(n):
 - a. aversive racist.
 - b. modern racist.*
 - c. symbolic racist.
 - d. None of the above.
6. The authors of this chapter proposed a model to explain the process of career-attainment. In their model, career attainment is a function of:
 - a. ability, knowledge, and skills.
 - b. motivation, interpersonal relationship, and intelligence.
 - c. intelligence, opportunity, and effort.
 - d. opportunity, ability, and motivation.*
7. Research has found that there is a high, positive correlation between educational level and career attainment. It is mainly because:
 - a. most of what students actually learn in the school is used in their jobs.
 - b. people with more education work harder.
 - c. admission tests such as the GRE play a critical role in determining career attainment and success.*
 - d. people with higher education levels need more income to pay off their educational loans.
8. The authors of this chapter criticized McKinsey & Company (a management consulting company) for using SAT scores to gauge students' cognitive competency mainly because
 - a. SAT scores only predict college achievement rather than cognitive competency.*
 - b. SAT scores are changeable .
 - c. SAT scores fail to predict college success.
 - d. All of the above.

9. Jay is a young African American. He is proud of being a Black. Jay thinks everything associated with Black is good and everything associated with being White is evil and bad. According to William Cross's theory of racial identity, what stage of racial identity is Jay in?
 - a. Pre-encounter stage.
 - b. Internalization stage.
 - c. Encounter stage.
 - d. Immersion-emersion stage.*

10. Empirical research has found that _____ tend to support affirmative action.
 - a. Blacks who embrace their ethnicity.*
 - b. Blacks who dislike their ethnicity.
 - c. all Blacks.
 - d. no Blacks.

11. According to the authors of this chapter, African Americans in which of the following racial identity stage tend to have the biggest impact on changing organizations that are monocultural?
 - a. Immersion African Americans.
 - b. Multiculturalist African Americans.*
 - c. Assimilationist African Americans.
 - d. None of the above.

Sample essay questions and answers

1. Research has found that African American managers are less formally and informally integrated in American organizations than are White managers and that they to have lower career satisfaction than White managers. Explain these findings from the perspective of racial disparities in access to informal networks and mentoring.
 - a. Having an influential mentor and/or network of influential relationships is critical to career success.

- b. Because of job segregation within organizations, African Americans are less likely to develop cross-race relations with Whites who, in general, remain the most influential people in today's organizations.
 - c. African Americans who have developed relationships with only their same-race supervisors tend to have fewer opportunities than their White counterparts who have developed relationships with White managers.
 - d. African American protégés who establish mentoring cross-race relationships tend to have significantly higher salaries than African Americans who establish only same-race relationships. When both parties in cross-race mentor-protégé relationships can agree how to handle race issues, the relationship will last longer and be of higher quality.
 - e. Structural segregation in organizations is the major reason why Blacks have less access to informal networks.
- 2. What are the basic constructs and components of the career attainment model proposed by the authors of this chapter? What are the relations among the components? How can the model explain lower career success of African Americans?
 - a. The components of this model include two parts: (1) social educational capital, timing, and other moderators such as race; and (2) ability, motivation, and opportunity.
 - b. Social and educational capital influence motivation, opportunity, and ability. Career attainment is a function of motivation, opportunity, and ability.

- c. Minorities, e.g., African Americans, have fewer opportunities to access social capital (e.g., informal influential networks), educational capital (degrees from high-ranking universities), and other factors, which in turn detriment their career attainment.
- 3. According to Cross's racial identity models, some African Americans are more easily accepted by Eurocentric culture and have a larger impact on organizational monoculture. Why does this occur? African Americans in which stage of racial identity development have the biggest impact on changing monocultural organizations?
 - a. Basically, we can identify three types of attitudes toward Eurocentric monoculture: assimilationist, immersion, and multiculturalist.
 - b. Blacks with assimilationist attitudes do not make race a salient part of their identity and see themselves first and foremost as Americans. They are seen more positively by their supervisors and coworkers and are more easily accepted into informal social networking dominated by Whites.
 - c. Blacks with immersion attitudes harbor anti-White attitudes and isolate themselves socially from their White supervisors and coworkers.
 - d. Blacks with multiculturalist attitudes value forging coalitions across race, ethnicity, gender, and sexual orientation, and they recognize the importance of maintaining positive interpersonal relations in the workplace. Multiculturalist African Americans are comfortable socially interacting with their White co-workers and supervisors, and value these interactions as a means of tearing down racial barriers.

- e. Compared to assimilationists, multiculturalists do not simply adopt Eurocentric monoculture. Compared to immersion in Black culture, multiculturalists accept other cultures. So multiculturalists receive more respect from their White supervisors and coworkers than assimilationists and immersionists, and they have the biggest impact on organizational cultures.

Experiential activities

Panel 8.1: Stereotype Threat and Performance on Cognitive Ability Tests

Purpose: Help students understand that standardized cognitive tests are influenced by factors other than cognitive ability.

Time: Approximately 30 minutes for either activity.

Activity: There can be two activities for this sidebar. Instructors may decide which activity is more appropriate for the class.

- (1) Divide the class into groups. Each group answers the same questions in the Panel 8.1 and exchanges their answers with the class. Instructors may help students review Chapters 2, 7, and 9 related to the stereotypes about women, older workers, disabled workers in order to answer Question 2 in this sidebar.

Or

- (2) Form a fishbowl. Inside the circle are students who agree that factors such as negative stereotypes would influence their performance on tests (e.g., African Americans for cognitive ability test, women for tests of mathematical ability, older students for tests that rely on memory) and

share with the rest of the class their experience on standardized tests. The instructors may encourage them to explore more factors that negatively influence their performance on standardized tests. After the inner circle students share their experiences, the outer circle switches the positions with the students in the inner circle and discuss their opinions about what the inner circle students have shared.

Panel 8.2: Critical Thinking Exercise

Purpose: To help students understand inequality of performance appraisals in the workplace.

Time: 25 minutes

Activity: Divide the class into four groups. Two groups will support the African American worker who found that the way the company promoted employees was biased. The other two groups will support the CEO, and therefore refute the African American worker's claim. The instructor should encourage students to provide evidence to support their claims.

Relevant websites

CAMBIOS

<http://cambios.org>

This website addresses issues of racism and multicultural education. Furthermore, it contains reports of positive contributions of people of color in America. The site also includes links to African-American, Arab-American, Jewish-American, and Native-American sites offering information about America's diversity.

A. Philip Randolph Institute

<http://www.aprihq.org>

This website was created by the A. Philip Randolph Institute (APRI), a national organization of black trade unionists founded in 1965. APRI builds black community support for the trade union movement and conveys the needs and concerns of Black Americans.

Coalition of Black Trade Unionists, CBTU

<http://www.cbtu.org>

This site belongs to the Coalition of Black Trade Unionists (CBTU). CBTU was founded in 1972 to challenge “organized labor to be more relevant to the needs and aspirations of Black and poor workers.” Currently, more than 50 different international and national unions are represented in CBTU.

***Chapter 9: Age, Disability, and Obesity: Similarities, Differences,
and Common Threads***

Myrtle P. Bell, Mary E. McLaughlin, and Jennifer M. Sequeira

Overview

This chapter discusses why age, obesity, and disability are important aspects of workplace diversity and how they are similar to and different from more commonly studied areas of diversity such as race/ethnicity and gender. The chapter also provides evidence that old, obese, or disabled persons are discriminated against in the workplace although their performance is not inferior to that of others.

Learning objectives

- Understand why it is important to study diversity issues including age, obesity, and disability, and why these issues are complicated.
- Describe the trends of aging and obesity in the US population. Describe the differences between men and women, and employment trends of the disabled.
- Describe the stereotypes and prejudices that people with body issues face.
Understand why some people think that the disabled or the obese should be responsible for their own problems.
- Describe laws and regulations that protect people with body issues and explore how effective they are.
- Describe what measures organizations can take to reduce discrimination against older, disabled, or obese workers.

Sample multiple choice questions

1. Federal law prohibits discrimination against workers who are at least _____ years old.
 - a. 65.
 - b. 60.
 - c. 55.
 - d. 40.*

2. According to the Centers for Disease Control's (CDC) report published in 2001, _____ million Americans are considered obese, and the percentage of obese Americans has nearly _____ in the past twenty years.
 - a. 60...doubled.
 - b. 40...doubled.*
 - c. 60...tripled.
 - d. 40...tripled.

3. The Americans with Disabilities Act (ADA) became effective in:
 - a. 1973.
 - b. 1985.
 - c. 1990.*
 - d. 1994.

4. Which of the following statements is FALSE?
 - a. There is no federal legislation that directly prohibits discrimination against obesity.
 - b. There are no state laws that directly prohibit discrimination against obesity.*
 - c. Some morbidly obese individuals are protected under The Americans with Disability Act.
 - d. Research has found that overweight people are less likely to pursue discrimination claims than others.

5. Research has found that awards for claims filed for age discrimination are higher than awards for claims filed for other forms of discrimination such as gender and race. This is because:
 - a. people who are discriminated against because of their age have asked for more awards.
 - b. more people file claims for age discrimination than for other types of discrimination.
 - c. age discrimination cases are more likely to win a jury's sympathy than are race or gender discrimination cases.*
 - d. All of the above.

6. Which of the following statements is FALSE?
 - a. Older workers are less likely to be promoted.
 - b. Older workers' experiences contribute to productivity.
 - c. Age is a reliable predictor of performance because age is highly correlated with learning capacity.*
 - d. Some older workers are not as motivated as young workers.

7. The word "Ableism" is used to describe:
 - a. discrimination against persons with disabilities.*
 - b. discrimination against gays and lesbians.
 - c. discrimination against aging persons.
 - d. discrimination against obese persons.

8. People with AIDS or partial deafness due to playing rock music usually find that they win no sympathy. This is because:
 - a. there are very few people who have such problems.
 - b. they are thought to be responsible for their own disability.*
 - c. they don't like to get along with other people.
 - d. they perform poorly at work.

9. Research about group awareness found that people with body issues are _____ to form group memberships with the people who have the similar body issues.
 - a. reluctant.*
 - b. eager.
 - c. indifferent.
 - d. managing.

10. The assumption that most people make about employees with body issues is that:
 - a. their appearance is harmful to company image.
 - b. their health care costs are too high.
 - c. they are more likely than others to be late or absent.
 - d. they are more likely than others to have performance problems.*

Sample essay questions and answers

1. Why is it important to study body issues as one source of workplace diversity?

Why is it a complicated issue to study?

- a. Body issues are different from race and gender. The latter refer to definable subgroups of the population while the former are acquired

characteristics. Everyone ages. Everyone has a chance to be obese, and everyone can be disabled due to a variety of reasons.

- b. Furthermore, these body issues can interact with other demographic characteristics. For example, the criteria for judging “old” and “obese” for women and men are different.
 - c. There are no clearly agreed upon definitions of age, obesity, and disability.
2. What stereotypes cause people with body issues to be discriminated against?
- a. The major stereotypes about people with disabilities and obesity are that those people are responsible for their own problems. Some types of disabilities such as partial deafness due to playing rock music, AIDS and obesity are considered socially to be gained through these people’s bad behaviors.
 - b. Stereotypes of older, obese, and/or disabled include perceptions of laziness, poor self-control, uselessness, and incompetence.
3. What kinds of discrimination are people with body issues facing?
- a. The major discrimination in the workplace against people with body issues is doubt about their performance or ability to perform.
 - b. Discrimination is also found in recruitment, promotion, and job types.

Most obese women work in lower-level occupations and are often excluded from higher level, higher paying occupations. Older workers are provided with fewer opportunities for training and development and are perceived as being less promotable than younger workers.

4. What methods can be adopted to reduce the stereotype against people with body issues?
 - a. Education and training are two methods to help reduce discrimination against people with body issues. Employers should be taught that there is no significant relationship between age and performance and that obesity is often outside of individual control and does not necessarily correspond with functional impairments. Knowledge about disabilities and legal protections for people with body issues can help dispel stereotypes.
 - b. The authors also suggest that clear policies and swift punishment are important deterrents to discrimination against people who are older, disabled, and/or obese.

Experiential activities

Panel 9.1: Fat people fight back, and win!

Purpose: To understand types of discrimination against obese people and how legislation can help reduce discrimination.

Time: Approximately 25 minutes, plus 10 additional minutes if the second activity is included.

Activity: 1. Students are divided into four groups. Each group reads the same cases and answers the same questions in the panel. After the group discussion, the class exchanges their answers.

2. Students who are willing to talk about their personal experiences of discrimination due to obesity are encouraged to share their experiences with the class.

Additional Assignment

Search documents, publications, and websites to find different kinds of definitions of aging, obesity, and disabilities.

Relevant websites

National Association to Advance Fat Acceptance: NAAFA

<http://www.naafa.org>

This is a website of the National Association to Advance Fat Acceptance (NAAFA), a non-profit human rights organization founded in 1969 to improve the quality of life for obese people. NAAFA works to eliminate discrimination based on body size and provide obese people with the tools for self-empowerment through public education, advocacy, and member support.

Disability and the Workplace: An Internet Primer

Http://www.ilr.cornell.edu/library/reference/guides/dw_primer/default.html

This guide provides links to various disability topics such as workers compensation, return to work issues, employment, law and legislation, and more.

American Society on Aging

<http://www.asaging.org/>

This site belongs to the American Society on Aging. It provides background and membership information as well as information on the Society's endeavors regarding diversity and cultural competency.

Institute for Community Inclusion

<http://www.communityinclusion.org/>

This site is for the Institute for Community Inclusion (ICI). ICI is committed to developing resources and support for people with disabilities and their families. This

website provides information on research, employment services, education and transition, community outreach, clinical services and more.

National Organization on Disability: NOD

<http://www.nod.org>

This is the National Organization on Disability's (NOD) website. NOD was founded in 1982. The site includes frequently asked questions, an ADA fact sheet, employment resources, list of publications, press releases, contact information and links to related sites.

Department of Labor's Office of Disability Employment Policy

<http://www.dol.gov/odep>

The Office of Disability Employment Policy (ODEP) is a division of the U.S. Department of Labor. The website includes agency press releases, publications, speeches, projects, and a directory of state liaisons, job links, and achievements.

Program on Employment and Disability

<http://www.ilr.cornell.edu/PED>

This is a website of the Program on Employment and Disability (PED). PED is a multi-faceted organization. Through research, training, education, organizational development, and consulting activities, PED facilitates the development and enhancement of inclusive communities for individuals with disabilities, including in the workplace, schools, federal, state and local government, service agencies, and communities as a whole. This site provides links to publications, services, and an organization directory.

***Chapter 10: Diversity and Sexual Orientation:
Including and Valuing Sexual Minorities in the Workplace***

Micah E. Lubensky, Sarah L. Holland, Carolyn Wiethoff, and Faye J. Crosby

Overview

This chapter focuses on sexual orientation. It documents changes in attitudes towards gays, lesbians, and bisexuals both among the American public at large and in the workplace, as well as discrimination against gays, lesbians, and bisexuals. Two corporations are used as examples of gay-friendly workplaces, and one organization, the U.S. military, is discussed as an example of gay-unfriendly workplace.

Learning objectives

- Understand the role of Kinsey's work in changing people's attitudes toward sexuality, including non-heterosexual behavior.
- Describe why it is difficult to estimate number of people who are gay, lesbian, or bisexual (GLB).
- Describe the indicators of attitude changes toward GLB people in American society at large.
- Describe the dimensions of anti-gay attitudes toward GLB people and understand the underlying reasons for these attitudes.
- Describe laboratory and field research showing various ways that GLB people experience social discrimination.

- Understand discrimination against GLB people in the workplace and efforts to help reduce that discrimination.
- Understand reasons why companies want to promote GLB-friendly policies.
- Describe what Eastman-Kodak and IBM did to create GLB inclusiveness and the results of these initiatives.

Sample multiple choice questions

1. According to the authors, what is the minimum estimate of the proportion of gay, lesbian, and bisexual people among the American population?
 - a. 1 out of 25.*
 - b. 1 out of 35.
 - c. 1 out of 45.
 - d. 1 out of 55.
2. _____ and his colleagues were the first research team who treated sexual behavior as a continuum variable rather than a dichotomous variable.
 - a. B. F. Skinner.
 - b. S. Freud.
 - c. A. C. Kinsey.*
 - d. J. M. Cattell.
3. In what aspects do people show changes in their attitudes toward GLBs?
 - a. Same-sex couple adopting children.
 - b. Protection from job discrimination.
 - c. Establishment of organizations to convey GLB's concerns.
 - d. All of the above.*
4. Which of the following statements is FALSE?
 - a. Some people who reject GLB people do so because GLB people challenge the traditional heterosexual social structure.
 - b. Prejudicial attitudes towards GLB people can serve an ego-defensive function.*
 - c. People with prejudicial attitudes serving value-expressive functions are less likely to modify their anti-GLB attitudes simply based on contacts with GLB people.
 - d. People with prejudicial attitudes serving ego-defensive functions are less likely to modify their anti-GLB attitudes simply based on contacts with GLB people.
5. Which of the following statements are incorrect?

- i. Most gay men and lesbians report being victims of verbal abuse or threats.
 - ii. Gay men and lesbians are more likely to be victims of hate crime in the US than any other social group.
 - iii. Law and company policies prohibiting discrimination against GLBs do not improve efforts to end discrimination.
 - iv. Discrimination against GLB people is illegal in most places in the US.
 - a. (i) and (iv) are incorrect.
 - b. (ii) and (iii) are incorrect.
 - c. (i) and (iii) are incorrect.
 - d. (iii) and (iv) are incorrect.*
6. Some organizations such as WorkNet, the Visibility Project, and O&E use three essential indicators to evaluate the inclusiveness of GLB people in companies. Which one of the following does not belong to the set of these essential indicators?
- a. Explicit policies of non-discrimination on the basis of sexual orientation.
 - b. Existence of health and other benefits for same-sex domestic partners.
 - c. Proportion of GLB people in employee pools.*
 - d. Support and networking groups for GLB employees.
7. The most compelling reason for corporations to adopt GLB-friendly policies is that:
- a. corporations are afraid of lawsuits.
 - b. corporations want to expand their product markets to GLB people.*
 - c. corporations feel that they have a moral responsibility for social change.
 - d. corporations want to recruit more GLB employees.
8. The occasion that made Lambda, an informal support group focusing on the future of gay men and lesbians at Kodak, accepted by many employees is:
- a. more and more employees in Kodak are GLB people.
 - b. one of senior executives is lesbian and she participated in Lambda activities.*
 - c. Kodak's CEO pushed very hard to support Lambda's activities, including providing monetary assistance.
 - d. Lambda's members promoted their network strongly and helped GLB people file charges of discrimination against Kodak.
9. According to the authors, the most successful workshop developed in Kodak to discuss sexual orientation issues was called:
- a. "Can We Talk."*
 - b. "Can They Talk."
 - c. "Can You Talk."
 - d. None of the above.

10. The successful stories of Kodak and IBM demonstrate the importance of _____ support for diversity initiatives.
 - a. monetary.
 - b. community.
 - c. government.
 - d. top company leaders'.*
11. IBM's GLB-friendly policies were driven by:
 - a. top leaders.
 - b. desire to expand the company's market share.*
 - c. all employees.
 - d. GLB employees.
12. IBM's GLB inclusion policies have been successful, and positive results include (1) winning various awards, (2) gaining business from gays and lesbians, (3) retaining talented GLB employees, and (4):
 - a. increasing stock values.
 - b. reducing overall turnover rate.
 - c. increasing number of high ranking GLB managers.*
 - d. None of the above.

Sample essay questions and answers

1. How did Kinsey and his colleagues measure sexual orientation, and what was the significance of this form of measurement?
 - a. Kinsey and his colleagues were pioneers in measuring sexual orientation using a 7-point continuum. 0 represents exclusively heterosexual behavior, 3 depicts more or less equally bisexual behavior, and 6 represents exclusively homosexual behavior.
 - b. Their work challenged traditional, dichotomous views toward sexual behavior--either heterosexual or homosexual. They broadened the view of sexual behavior, paving the way for increased study of the nuances of same-sex behaviors.
2. Why is it difficult to estimate the number of people who are GLB?

- a. Sexual orientation is comprised of many elements, including self-image, fantasies, attractions, and behavior. The definition used to define GLB will influence the estimate. For example, a person can endorse GLB attitudes or fantasies, but engage in only heterosexual behavior.
 - b. Sexual orientation may also change during an individual's life. Therefore, an estimate of the number of GLB individuals in a cohort at one point in time may change in that cohort over time.
3. Describe the "homophobic" attitudes toward GLB. What are the underlying reasons?
- a. The phrase "homophobia" describes "the dread of being in close quarters with homosexuals." In other words, people are uncomfortable being physically close to homosexuals.
 - b. Prejudice and stereotypes are two major attitudinal discriminations against GLBs.
 - c. Some people do not like GLBs because GLBs challenge the traditional heterosexual social structure. Also GLBs challenge some people's religious, personal, and social values.
 - d. Negative attitudes towards GLBs that are grounded in negative stereotypes can be changed by increasing contact between GLBs and individuals with such attitudes.
 - e. Prejudicial attitudes based on the ego-defensive function or the value-expressive function may not be removed by increasing contacts among GLBs and other people.

4. What are the discriminatory behaviors observed in society, in laboratories, and in workplaces against GLB people?
 - a. In society, most gay men and lesbians report being victims of verbal abuse or threats, being physically assaulted, and being victims of hate crimes.
 - b. Laboratory social science research has found that heterosexuals put more spatial distance between themselves and a presumed gay person than between themselves and a presumed heterosexual person. People speak more rapidly to confederates believed to be gay, to regard gay men as less preferred partners for an experimental task, and to offer less help to an individual wearing a pro-gay T-shirt than to one with a plain T-shirt.
 - c. In the workplace, discrimination against GLBs includes termination of employment and high risk of discrimination during the hiring process. Gay men's and lesbians' work attitudes, career trajectories, stress, health, and productivity at work are also harmed by discrimination they experience.
5. Why do companies want to promote GLB-friendly policies?
 - a. The external reasons for adopting GLB-friendly policies include improving the company image for consumers in the GLB community, avoiding lawsuits, and promoting GLB product markets.
 - b. The internal reasons include increasing problem solving capacity and competitiveness and retaining talented employees.
6. Describe what Eastman-Kodak and IBM did to create GLB inclusiveness and what the results were.

- a. Kodak (1) promoted inclusiveness at top leadership levels, (2) encouraged a high-level CEO who was lesbian to be visible, (3) supported GLB network groups, and (4) provided training workshops.
- b. IBM (1) established task forces, (2) solicited members from different managerial levels to join GLB-related task forces, (3) placed an out-lesbian in a senior position in a task force, (4) provided benefits to gay and lesbian's partners, (5) established an LGBT (Lesbian, Gay, Bisexual and Transgender) team which focused on the market of gay men and lesbians.
- c. Both companies have won awards for their successful, inclusive policies, reduced discrimination against GLB employees, retained talented employees, and expanded markets.

Experiential activities

Panel 10.1 Ted Childs

Purpose: To give students a better picture of how IBM started its GLB inclusiveness policies. To help students understand the importance of leadership in establishing new policies.

Time: Approximately 30 minutes

Activity: Divide students into four groups. Each group answers the questions that follow. After the group discussion, groups share their answers with the class. (Instructors may guide students to cross-reference this panel to Chapter 5: Leadership in a Diverse Workplace to discuss Ted Child's diversity leadership skills).

- a. Why did IBM want to promote diversity initiatives?
- b. Why were GLBs not included in their diversity efforts?

- c. How did Mr. Childs change his attitudes toward GLBs?
- d. What did Mr. Childs do to promote inclusiveness of GLBs?
- e. What strategies did Mr. Childs use to inspire inclusiveness programs?

Related websites

Human Rights Campaign Foundation

<http://www.hrc.org/worknet>.

This is the website of the Human Rights Campaign Foundation, an organization working for lesbian, gay, bisexual, and transgender equal rights (GLBT). Domestic partner benefits, discrimination issues, transgender issues, GLBT marketing, and a database about LGBT can be retrieved from the website.

IBM

<http://www-3.ibm.com/employment/us/diverse/>

This is a website of IBM diversity initiative, including what IBM has already done and plans to do to promote workforce diversity.

Gay, Lesbian, Bisexual, Transgender Webpages

<http://www.metrokc.gov/health/glbtc/>

This website provides information on LGBT people's health conditions and health service and resources.

LAMBDA

<http://www.lambda.org/>

This is a website of Lambda GLBT Community Service, in which discriminations against GLBT people are described and services and events that reduce discrimination are listed.

Pride at Work

<http://www.igc.org/prideatwork>

National Pride At Work is affiliated as the newest constituency group of the American Federation of Labor & Congress of Industrial Organizations (AFL-CIO). The purpose of Pride At Work is to mobilize support between the organized Labor Movement and the LGBT community around social and economic justice. The website offers a directory of issues and campaigns, a listing of upcoming events, the latest news, and contact information.

Chapter 11: Class Diversity in the Workplace

Heather E. Bullock

Overview

This chapter provides an overview of class-based power differences and stratification in the workplace. Examples of institutional and interpersonal classism are discussed, including intersections with sexism and racism. The chapter emphasizes understanding the needs of low-income workers and offers strategies for valuing class diversity in the workplace.

Learning objectives

- Understand the differences between meritocracy and stratification.
- Describe the social class structure of the US and understand how these classes are divided.
- Understand how workplace structures reinforce class status in the workplace.
- Describe how class disparity exists among middle class employees, upper class employees, and the elite class.
- Understand the concepts of classism and its three components.
- Describe how classist stereotypes contribute to discrimination against low-income and poor workers. Understand the link between classist stereotypes and the Protestant work ethic.
- Describe how classism is reflected in the workplace.
- Understand why the programs of moving from welfare to work have many barriers.

- Understand the reasons why employment among the poor class does not significantly improve their quality of life.
- Describe some strategies that organizations can use to reduce workplace classism.

Sample multiple choice questions

1. Which of the following statements is TRUE?
 - a. Stratification focuses on how institutionalized inequality and power relations influence the allocation of resources and rewards.*
 - b. Stratification focuses on how institutionalized inequality and power relations influence individual ability.
 - c. Stratification focuses on how the allocation of resources and rewards influence institutionalized inequality and power relations.
 - d. Stratification focuses on how individual ability influences institutionalized inequality and power relations.
2. Which one of the following is NOT a frequently used indicator to define social class?
 - a. Education.
 - b. Income.
 - c. Number of family members.*
 - d. Occupation.
3. The United States is often characterized as a five-class society: the elite, _____, the middle class, working class, and the poor.
 - a. the powerful class.
 - b. the professional class.*
 - c. the minority class.
 - d. the capitalist class.
4. Mr. Cima is a CEO of a large international corporation headquartered in the US. According to the class system mentioned in this chapter, he belongs to the:
 - a. capitalist elite.
 - b. working class.
 - c. institutional elite.*
 - d. None of the above.
5. There is a tendency for Americans to identify themselves as middle class regardless of actual education or occupational status. It reflects the widespread belief that the United States is a(n) _____ country.
 - a. immigrant.
 - b. free.
 - c. fair.

- d. classless.*
6. Although education is positively related to higher earnings, European Americans continue to earn more than people of color even when they have similar educational backgrounds. This phenomenon is called the:
- a. moderating effect of ethnicity.*
 - b. mediating effect of ethnicity.
 - c. correlational effect of ethnicity.
 - d. None of the above.
7. Judgments of occupational prestige not only reflect widely shared _____ beliefs about the relative value of different types of labor but also justify differential rewards and treatment in the workplace by valuing some workers and skill sets over others.
- a. philosophical.
 - b. cultural.*
 - c. cognitive.
 - d. behavioral.
8. Which of the following is not an example of the workplace structure's reinforcement of social class?
- a. Income disparity.
 - b. Benefit disparity.
 - c. Autonomy disparity.
 - d. None of the above.*
9. By 1999, CEO's in the United States make on average _____ times the salary of the average factory worker:
- a. 150.
 - b. 475.*
 - c. 600.
 - d. 300.
10. Which of the following statements is FALSE?
- a. Poor and working class occupations provide fewer benefits but higher risk of injury and death.
 - b. Defined benefit plans provide a retirement income that is based on salary and years of service.
 - c. Class disparity exists among middle class and upper class employees.
 - d. Savings, profit sharing, and 401(K) plans are examples of defined plans.*
11. Classism is composed of three independent but related dimensions: classist prejudice, classist stereotypes, and classist:
- a. disparity.
 - b. discrimination.*
 - c. oppression.

- d. attitudes.
12. According to the author, classism refers to the oppression of _____ people through a network of everyday practices, attitudes, assumptions, behaviors, and institutional rules.
- low-income.*
 - disabled.
 - aged.
 - minority.
13. In the United States _____ tend to explain poverty by using _____ rather than _____.
- White men ... individualistic reasons ... structural or societal reasons.*
 - White men ... structural or societal reasons ... individualistic reasons.
 - African American women ... individualist reasons ... structural or societal reasons.
 - Members of the middle class ... structural or societal reasons ... individualistic reasons.
14. Empirical studies provide confirmation of class and ethnic bias. Some researchers found that experimental participants who held _____ attitudes expressed _____ confidence in the decision to hire a Black applicant for a _____ status job than a White applicant.
- less racist ... greater ... low.
 - less racist ... less ... high.
 - more racist ... greater ... low.*
 - more racist ... less ... low.
15. Which of the following statements is TRUE?
- Because the interactions between middle class and working class are necessary and numerous in some workplaces, classist stereotypes are not observed there.
 - The interactions between middle class and working class, which are rooted in hierarchical roles, reinforce classist stereotypes and beliefs.*
 - Although regarded as second class workers, working class people are usually asked to participate in training to advance their workplace skills.
 - Classist stereotypes that promote the importance of semiskilled labor and underscore the perceived reliability of low-wage workers are apt to underlie discriminatory behaviors.
16. Researchers found that the EEOC's investigation procedures benefit _____ but not _____ in employment discrimination charges.
- Black women with low education levels ... White women with high education levels.
 - Black women with high education levels ... White women with high education levels.

- c. White women with low education levels ... Black women with high education levels.
 - d. White women with high education levels ... Black women with low education levels.*
17. States face challenges when they try to move welfare recipients to work. One of the concerns mentioned by the author is:
- a. there is not enough time to complete the transfer.*
 - b. there are not enough teachers to teach welfare recipients necessary job skills.
 - c. there is not enough money to provide training to welfare recipients.
 - d. there are not enough jobs for welfare recipients.
18. According to the author, which is the most commonly reported barrier for the poor class to work among the following four?
- a. Children's health problems.
 - b. Transportation problems.*
 - c. Domestic violence.
 - d. Weak job skills.
19. For many years, family advocates and feminists have called for the widespread adoption of "family friendly" policies including paid parental leave with job security, flexible scheduling to work around family needs, and on-site child care centers. They found that:
- a. these benefits have commonly reached both middle class professionals and working class employees.
 - b. these benefits are progressively reaching working class employees.
 - c. these benefits are virtually nonexistent for working class employees.*
 - d. these benefits have commonly reached women but not men.

Sample essay questions and answers

1. Does the US have different classes? If yes, how many classes exist in the US?

How are these classes divided?

- a. Yes, the US has different classes although the majority of the population identify themselves as belonging to the middle class.
- b. There are five classes in the US: the elite class, the upper middle class, the middle class, the working class, and the poor class.
- c. These classes are divided by wealth, profession, education, and income.

- d. The elite class is composed of two kinds of people—people who are rich and people who are powerful.
 - e. The professional or upper middle class is composed of people who are managers or administrators below the executive level or whose positions are based on expert knowledge.
 - f. The middle class includes technicians such as data entry specialists, public teachers and low-level personnel and managers.
 - g. The working class is composed of people who engaged in physical labor in factories, mills, and construction sites. These positions do not necessarily require longer, formal education.
 - h. The poor class is composed of people who are identified as living at or under the official poverty threshold.
2. How does workplace structure reinforce class status in the workplace?
- a. First, income and occupational status are closely linked to schooling and education levels. The differences of social classes usually decide educational levels of children from different classes.
 - b. Second, race/ethnicity moderates the relationship between schooling and occupation and income. Women and people of color, even though they have the same education as the White men, make less money or occupy lower levels jobs.
 - c. Third, organizations use job titles to convey information about power, authority, and social status. Job titles clearly reflect the hierarchical classes.

- d. Fourth, in the workplace, rewards and benefits are linked to positions and occupations. Usually working class employees have fewer benefits and rewards than employees from other classes. Working class employees are also rejected from important company events.
- e. Fifth, the gap of income and salary among different classes is large.
CEOs' make around 400 times what average workers earn.

3. What is classism? Describe how classist stereotypes discriminate low-income and poor workers.

- a. Classism refers to the oppression of low-income people through a network of everyday practices, attitudes, assumptions, behaviors, and institutional rules.
- b. Classism is composed of three independent but related dimensions: classist prejudice, classist stereotypes, and classist discrimination.
- c. Classist prejudice refers to negative attitudes toward the poor and working class.
- d. Classist stereotypes refer to widely shared and socially sanctioned beliefs about the poor and working class.
- e. Classist discrimination refers to behaviors that distance, avoid, and/or exclude poor working class people.
- f. Classist stereotypes attribute the status of the poor and working class to their lacking initiatives and intelligence; disinterest in self-improvement; and laziness. In other words, classists use individualistic explanations to

depict the poor and working class rather than structural or societal attributions for their poverty.

4. Please give examples to describe how classism is reflected in the workplace.
 - a. Organizations are reluctant to recruit people of color and people from certain localities where poor people live.
 - b. Many workplaces are structured in ways to minimize interpersonal contact and reinforce class-based boundaries. For example, working employees are excluded from company social events. Although in some workplaces cross-class interactions are inevitable, these interactions are rooted in well-defined hierarchical roles where the poor and working classes are in a subordinate status.
 - c. Recommendations by poor and working class employees do not gain the attention of management. Their behavior is monitored, and their knowledge and skills are questioned. In other words, these employees are not trusted.
5. Describe some strategies that organizations can use to reduce workplace classism.
 - a. First, organizations must realize that classism exists just as discrimination based on age, gender, and race/ethnicity exists.
 - b. Changes can be made to attitudes, and behaviors, and institutional structures.
 - c. To change attitudes and behaviors, class diversity must be integrated into diversity training.

- d. Structurally, organizations must implement policies that benefit all employees. For example, an organization can create entry and promotion opportunities for semiskilled workers.
- e. Managers must take personal responsibility for the classism policies and practices within their own organization and endeavor to create a more just workplace.

Experiential activities

Panel 11.1: In Defense of “Motherwork”

Purpose: To help students understand the argument that housework should be valued too.

Time: Approximately 30 minutes.

Activity: Divide students into two groups and create a fishbowl (perhaps women vs. men). One group of students sits in the inner circle and defends the argument that those who perform “motherwork” should be paid. Those in the outer circle should listen carefully. Then switch the circles around (or create an inner circle of students who were previously in the outer circle, and remove all of the previous inner-circle participants to the outer circle). Now, those in the inner circle talk about their reactions to what they heard from those who were previously in the inner circle. What did you learn from listening to them that you did not know before? What are your reactions? This activity can also be structured as a debate.

Relevant websites

Book List about Class

<http://www.as.yasu.edu/~cwcs/classism.html>

This website provides a list of books that address issues related to working class and social class stratification in the US.

US Department of Health and Human Services

<http://www.hhs.gov/specificpopulations/index.shtml>

This website belongs to US Department of Health and Human Services, and includes statistics about specific populations such as aging people, children, women, minorities.

Reference can also be made to websites of the US census and US Department of Labor, which are listed in previous chapters.

The Southern Poverty Law Center

<http://www.splcenter.org/>

The Southern Poverty Law Center is a non-profit organization that “combats hate, intolerance, and discrimination” through education and litigation. The website includes the online edition of the Law Center’s quarterly publication of Intelligence Report, a searchable list of hate groups by state and type, recent legal action, the Teaching Tolerance project’s resources and publications, and other law center information.

***Chapter 12: Creating and Sustaining Diversity and Inclusion in Organizations:
Strategies and Approaches***

Evangelina Holvino, Bernado M. Ferdman, and Deborah Merrill-Sands

Overview

This chapter aims to provide strategies and approaches to help organizations create and sustain diversity practices. It defines a vision of the desired outcomes, provides approaches to make changes, and offers examples of best practices for sustaining diversity and inclusion in organizations.

Learning objectives

- Describe the Model of Multicultural Organizational Development (MDOC).
Understand the six phases and the links among them.
- Understand the major and common features of multiculturalism or inclusion (inclusiveness).
- Understand why changes must occur at structural, cultural, and behavioral levels when an organization builds multiculturalism.
- Describe structural changes and give examples. Understand possible negative outcomes.
- Describe cultural changes and differentiate cultural changes from structural changes to understand why structural change by itself is not enough to create inclusion.
- Understand the concept of behavioral changes and describe under what conditions training can be effective or ineffective to change behaviors. Describe other methods to change behaviors.

- Understand two approaches to change and how they help organizations make changes. Understand the weaknesses of each approach.
- Describe concrete tactics of developing diversity at three levels of change and discuss the traps that should be avoided.

Sample multiple choice questions

1. One of the stages in Holvino's Model of Multicultural Organizational Development (MCOD) states that organizations will actively try to include all differences. Furthermore, members of organizations at this stage attempt to change the subtle and not-so-subtle barriers to inclusion in norms, practices, relationships, structure, and systems, but acceptance of difference is not fully utilized. This is the _____ stage.
 - a. passive club.
 - b. positive action.
 - c. multicultural.
 - d. redefining.*
2. Which of the following statements is FALSE in terms of Holvino's MCOD model?
 - a. In the exclusionary stage, organizations explicitly and actively base their business and processes on one cultural group's norms and values.
 - b. In the stage of compliance, organizations are actively committed to including members of non-dominant groups.*
 - c. In the stage of positive action, although there is tolerance and targeted use of differences, there is not enough cultural and structural change.
 - d. All of the above
3. The authors of this chapter proposed three levels of organizational changes if organizations want to create multicultural inclusion. The changes include structural, _____, and cultural.
 - a. behavioral.*
 - b. cognitive.
 - c. philosophical.
 - d. ideological.
4. Which of the following examples DOES NOT represent structural change of organizations in creating inclusion?
 - a. Pay equity.
 - b. Standardized job descriptions.
 - c. Quotas of minorities in decision-making levels.*
 - d. All of the above.

5. Company XYZ wants to change its culture from monocultural to multicultural. As a consultant to the company, which of the following ways would you suggest to the company as the best way to change organizational culture?
 - a. Provide one-day multicultural training to everyone in the company.
 - b. Identify informal practices that make up the culture and implement small changes to those everyday practices.*
 - c. Promote women and minority employees to different decision-making levels in proportion.
 - d. Providing more family-friendly policies to all employees.
6. In an attempt to change employees' behaviors, ABC Company conducted a one-day training session with some of its employees about the cultural characteristics of certain cultures. One of the possibly negative effects of this training is:
 - a. those who were trained thought the company was fixing them.
 - b. those who were trained quickly forgot what they learned.
 - c. those who were trained were considered by other staff as problem makers.
 - d. All of the above*
7. The authors of this chapter proposed two major approaches to organizational change. One is called the organizational development approach (OD). The major characteristic of OD is:
 - a. that it is initiated by top management and progresses to lower levels of the organization.*
 - b. that it focuses on people who have behavioral problems with their minority coworkers.
 - c. that it strongly emphasizes team building and teamwork.
 - d. that the initial stage is short and more time is spent on implementing the interventions.
8. Which of the following statements is FALSE with regard to processes and sequence of changes in the OD model?
 - a. Part of the strategic plan must include a vision and definition of diversity and inclusion that is specific to the organization.
 - b. Communication is one of the key parts in the implementation step of the OD model.
 - c. When assessing needs related to diversity, women and minority employees' needs must be favored over those of White men's.*
 - d. None of the above.
9. Some factors that may influence the sustainability of the organizational change model include restructuring, organizations' inability to learn from the implementation process, heavy reliance on educational programs, and:
 - a. top leadership shift.
 - b. changes being viewed simply as human resource initiatives.
 - c. a poor economy.

- d. All of the above*
10. _____ is a collaborative inquiry approach to organizational change that focuses on joint learning between internal and external change agents.
 - a. Action research.*
 - b. Appreciative inquiry.
 - c. Future search conference.
 - d. Stakeholder involvement.
 11. The main purpose of _____ is to help stakeholders of an organization create a shared vision and generate action steps for accomplishing the vision by engaging them in a highly structured set of activities.
 - a. action research.
 - b. appreciative inquiry.
 - c. future search conferences.*
 - d. stakeholder involvement.
 12. _____ is different from other collaborative methods because it documents the organization's best moments and the conditions and individual contributions that made them possible.
 - a. Action research.
 - b. Appreciative inquiry.*
 - c. Future search conference.
 - d. Stakeholder involvement.

Sample essay questions and answers

1. What are the common features of the term "inclusion" across theories?
 - a. Many scholars have defined multicultural or inclusive organizations.

Although they have used different wording, there are some common features across these theories.
 - b. Culturally, organizations should value and respect differences related to cultural backgrounds.
 - c. Structurally, organizations should create a workplace where fair policies are applied to everyone and employees are integrated to work effectively.

- d. Behaviorally, there should not be prejudice and discrimination against any groups or individuals in the organization.
2. Why should changes be made at all three levels – structural, cultural, and behavioral – when organizations try to create inclusion of diverse workforce?
- a. When organizations try to increase diversity and multicultural inclusion, they should do it at three levels simultaneously: structural, cultural, and behavioral.
 - b. Each of the three levels has its own focus and function as well as specific intervention strategies.
 - c. Structural change focuses on the formal systems that guide and control the work of the organization; that is, how the organization tailors its structure and develops policies to reduce discrimination against women or minority employees. For example: policies related to recruitment, promotion, decision-making, equal pay and family responsibilities.
 - d. Cultural change focuses on the basic assumptions, values, beliefs, and ideologies that define the organization's view of itself, its effectiveness, and its environment. It also includes informal norms.
 - e. Behavioral change focuses on behaviors, attitudes, and perceptions within and between individuals, and within and between work groups that support or hinder the goals of diversity. Stereotypes and prejudice are examples of behavioral discrimination.

- f. The three levels of change are integrated. Behaviors are usually based on cultures, and cultures and structures are simultaneously and continuously influencing each other.

3. What are the key characteristics of Organizational Development approaches?

What are the strengths and weaknesses of OD approaches? (pp. 15-23)

- a. The key characteristics of OD approaches include: (1) it is managed top down (that is, it starts from top management and then filters down to other organizational levels), (2) it uses external consultants through the process of change, (3) it involves formal processes of change: preparing, assessing, developing vision and plan, implementing, and following up.
- b. The strengths of these types of approaches are that they provide a clear focus, use a similar organizational process, are driven by management, and change at a logical and deliberate pace that fosters feelings of security in employees.
- c. Factors that limit or derail the effectiveness of OD approaches include unforeseen organizational changes, such as top leadership shift, organizational restructuring, or a bad economy. If the organization is not able to learn from the implementation process, adapt, and revise the initial plans, the efforts will be difficult to sustain. It is also important not to rely too heavily on educational programs, policy changes, and accountability measures. Also, managers should be held accountable for their efforts to increase inclusiveness.

4. Compared to OD approaches, how are collaborative approaches different? Why do we need collaborative approaches?
 - a. Collaborative approaches emphasize the degree and type of mutuality between the organization and its members, the flexibility of the change process, the flexibility of the roles of internal vs. external change agents, and orientation to change. Collaborative approaches differ from OD approaches in that OD approaches emphasize top down processes (vertical), whereas collaborative approaches emphasize horizontal collaboration.
 - b. There are at least three forms of collaborative approaches: action research, appreciative inquiry, and future search conference.
 - c. We need collaborative approaches because they involve many stakeholders in the stages of the change effort, resulting in energy and commitment throughout the whole system. Collaborative approaches can also develop internal capacity by increasing the knowledge and skills of internal change agents, promoting organizational dialogues, and generating less resistance than top-down approaches.

Experiential activities

Panel 12.1: Evaluating diversity through employee surveys, not number of employees.

Purpose: To help students understand how to write and conduct a survey.

Time: 2-3 weeks outside classroom time.

Activity: Students work in groups. Each group needs to create a survey questionnaire based on the items listed in Panel 12.1. Instructors need to help students

find companies where conducting such a survey will be accepted. Results can be displayed in percentages or other statistical indicators. In addition to group reports, the whole class can create a class report to compare the companies that each group has interviewed or surveyed. Each group is required to do a 5-10 minute presentation to the class after the report is completed.

Panel 12.2 An example of an organization development approach to diversity: MOBA Manufacturing & Panel 12.3 BEC: An example of collaborative inquiry with a social change organization

Purpose: To understand how organizations use OD and collaborative approaches to initiate and implement diversity management.

Time: 30-45 minutes

Activities: Group discussion. Divide the class into four groups. Each group works on the same topics and exchanges their answers with other groups. Questions for Panel 12.2 are:

- (1) How can the activities in Panel 12.2 be linked to the stages of OD approach?
- (2) What are the advantages and disadvantages of OD approach?

Questions for Panel 12.3 are:

- (1) What is collaborative approach?
- (2) How can it be implemented?
- (3) What are the advantages and disadvantages of this approach?

Additional Activity

Work as a group to design a questionnaire to investigate employees' attitudes towards diversity management based on Panel 12.1

Relevant websites

Program for Employment and Workplace Systems

<http://www.ilr.cornell.edu/extension/pews/>

After accessing the website, search for Programs for Employment and Workplace Systems (PEWS). This program is a consulting and applied research group that works jointly with employers, unions, and employees to plan and manage large-scale organizational (structural and cultural) change through a variety of collaborative approaches and cross-disciplinary interactions.

SIETAR

<http://www.sietarinternational.org>

SIETAR is an interdisciplinary professional and service organization whose purpose is to implement and promote cooperative interactions and effective communications among peoples of diverse cultures, races, and ethnic groups.

American Society for Training and Development (ASTD)

<http://www.astd.org/>

Founded in 1944, ASTD is a professional association and a leading resource on workplace learning and performance issues.

Chapter 13: International perspectives in managing workplace diversity**Rana Haq****Overview**

This chapter explores international perspectives on workplace diversity focusing on gender, age, ethnicity, and religion; provides an overview of the historical, legal, social and cultural influences on diversity issues in ten countries across the world; and emphasizes the commonality and the uniqueness of diversity issues governments and organizations face in each country.

Learning objectives

- Understand the implications of changes in global demographics on workplace diversity.
- Describe unique diversity issues each country faces. Explain how history, culture, and religion shape the uniqueness of diversity issues for each country.
- Describe major steps that the government in each country has taken to reduce discrimination and inequality.
- Learn to calculate Gender Equality Index.

Sample multiple-choice questions

1. Which of the following characteristics does not belong to secondary dimensions of diversity?
 - a. Social status.
 - b. Work experiences.
 - c. Ethnicity.*
 - d. Religious beliefs.

2. According to the United Nation's statistics, by 2050, _____ will have the fastest rate of population increase.
 - a. Asia.
 - b. Africa.*
 - c. Europe.
 - d. North America.

3. The term "potential support ratio" refers to _____ and it is _____ worldwide.
 - a. the ratio of working persons to senior persons ...increasing.
 - b. the ratio of working person to senior persons.... decreasing.*
 - c. the ratio of working person to new born children...increasing.
 - d. the ratio of working person to new born children...decreasing.

4. "The mosaic" is a metaphor to describe one national approach adopted by the U.S. in handling diversity issues. This term means:
 - a. minority groups are encouraged to homogenize into the dominant group.
 - b. minority groups are encouraged to maintain their distinctiveness.*
 - c. the dominant group is encouraged to absorb minority cultures as much as possible.
 - d. All of the above

5. The author suggested using North America (USA and Canada) as a baseline or benchmark to compare and contrast other countries in diversity management because:
 - a. these two countries have the best diversity theories and practices.
 - b. these two countries have the most diversity problems.
 - c. these two countries are pioneers in their diversity efforts.*
 - d. these two countries have the best laws in diversity management in the world.

6. Which of the following statements is TRUE about diversity issues in European Union countries?
 - a. The adoption of the Euro as official currency in twelve of the fifteen EU countries will consolidate diversity issues among these countries.

- b. Racial discrimination is one of the major diversity issues in the EU countries.*
 - c. Gender inequality is not a major diversity issue in EU countries.
 - d. None of the above.
7. Although neighbors, the United Kingdom and Northern Ireland have unique issues of workplace diversity: _____ for the United Kingdom and _____ for Northern Ireland.
- a. religious issues... gender issues.
 - b. gender issues... older worker issues.
 - c. older worker issues ...religious issues.
 - d. gender issues... religious issues.*
8. Different from most countries where minority people are discriminated against, in South Africa, the majority group—Blacks—are discriminated against by Whites, who account for only 11% of the population. Whites earn an estimated _____ more income than Africans.
- a. 40%.
 - b. 60%.
 - c. 80%.
 - d. 100%.*
9. Which two countries have shown more gender equality than other developed countries?
- a. Sweden and New Zealand.*
 - b. Canada and Australia.
 - c. Britain and Canada.
 - d. USA and Sweden.
10. Which of the following statement is FALSE about South Africa's diversity issues.
- a. South Africa doesnot have laws to create equal opportunities in employment for women.*
 - b. Women in South Africa face the double challenge in the workplace arising from their gender, and their race, as Black.
 - c. South African culture values community and belonging.
 - d. None of the above.
11. Which of the following countries has the oldest system of affirmative action to remove bias against lower-class people?
- a. Japan.
 - b. Britain.
 - c. India.*
 - d. China.
12. The author of this chapter described two major diversity issues that India faces. One of them is that:

- a. city people discriminate against rural people.
 - b. Christians are not allowed to vote.
 - c. social classes are segregated.*
 - d. Pakistanis are treated unfairly in the workplace.
13. One of the most important aspects of Japanese career patterns is the so-called “two-track” system. It means that:
- a. younger people work in a lower-level track and older people in a higher-level track.
 - b. men are recruited in the managerial positions in the integrated track and women are streamed into the clerical track.*
 - c. younger women are in a track to work with big companies and older women are in a track to work with small companies.
 - d. All of the above.
14. Which of the following statement is FALSE about workplace diversity issues in Australia?
- a. It was two decades ago that many advantages traditionally enjoyed by British immigrants ended.*
 - b. Because 95% of the Australian population is of European descent, workplace diversity is not an urgent issue.
 - c. The major concern of Australian government about diversity issues is how to allow aboriginal Australians to participate in political activities.
 - d. All of the above.
15. The largest minority group in New Zealand are:
- a. Maori.*
 - b. immigrants from Pacific islands.
 - c. Chinese.
 - d. Philippines.

Sample essay questions and answers

1. What are the major changes of global demographics? What do they mean for diversity issues?
- Changes in global demographics include (1) the world population increasing at a faster rate, but unevenly; (2) people becoming increasingly mobile, moving from rural areas to urban areas and from undeveloped countries to developed countries; (3) the population is aging, the ratio of

working persons to senior persons is declining, and women live longer than men; and (4) more women participate in the workforce now than ever before.

- These changes mean that worldwide, workforce diversity will become more salient because more women, older people, and visible minorities are participating in the paid labor force. Therefore, organizations, whether national or international in scope and public or private in mandate, will need to understand and manage workplace diversity in the present and well into the future.
- Diversity in the workforce is an issue not only in the US and Canada, but also in other countries.

2. Provide examples to describe how religions and social classes influence workplace diversity.

- Religious differences in Northern Ireland and India play a major role in shaping diversity issues in these two countries. In Northern Ireland, the religious differences between Protestants and Catholics have caused discrimination in employment, that is, people of one religion have difficulty finding a job in organizations where the other religion dominates. In India, people are diverse in language, culture, and religion. Although 82% of Indians follow the Hindu religion, there are diverse beliefs about the religion. Many other religions minorities exist in India such as Muslims, Christians, Sikhs, Buddhists, and Jains. The differences of religion cause workplace conflicts and inequality of employment.

- India also demonstrates the influences of social classes on diversity issues. In India, people are grouped into five classes from highest to lowest based on their origin and family history. The classes are closely related to professions. People of the lowest class—called Untouchables—used to be segregated from the mainstream in every day life. Although the practice of labeling people as Untouchable was outlawed in 1950, these people still have difficulty with upward mobility in the workplace or being employed in well-paying jobs.

3. Describe how immigration is linked to diversity issues in some countries.

- Worldwide, there is a record of net migration from Africa, Asia, Latin America, and the Caribbean to Europe and North America.
- Immigration brings people with different backgrounds together. Even if immigrants share similar skin color with people in the country they immigrate to (for example, European immigrants to the US) they still differ in social norms. Immigrants whose culture, skin color or race, history, and language differ from the majority of people in the country they are immigrating to (for example Asian immigrants to the US) face even greater obstacles to fitting into local norms and customs. As immigration continues and generations of immigrant descendents populate the host nations, the structure of the minority population changes, which ultimately affects the diversity of the workforce.
- Immigration has become one of the major issues in diversity for some countries addressed in this chapter such as the US, Canada, Sweden, and

Australia. For example, in Sweden, which has achieved impressive success in women's employment and in political positions, immigrants who may have been naturalized are still seen as the "other" and even stigmatized as a "problem." They face an insurmountable imbalance of power resulting from ethnic segregation in the Swedish workplace. Those who are considered second or third generation immigrants are still considered foreigners. In Australia and Canada, the proportion of Asian immigrants in the population is increasing quickly. Governments and organizations in the host nations face challenges in changing from monocultural entities to multicultural ones.

Experiential activities

Panel 13.1 Census Information

Purpose: Teach students to use census data.

Time: 2-3 hours of preparation outside of class; 5-10 minutes per group for in-class presentations.

Activity: Students are divided into four groups. Each group selects a state, province, or a city (not necessarily limited to the US) to compare changes in census data between the years 1990 and 2000. The comparison must include overall population, gender, race/ethnicity, potential support ratio (ratio of people aged between 16-64 versus people aged above 65), people with post-secondary education, people employed full time, household income, and other indicators of interest (Instructors can add or remove indicators). Students are required to complete the project after class and present their findings during the next class. Findings may be listed in tables or charts.

Relevant websites

European Union

http://europa.eu.int/comm/employment_social/equ_opp/index_en.htm

This website provides information of gender equality situations in the European Union. It includes information of conferences, statistics, efforts, and links to other websites.

Gender Equality Index

http://www.h.scb.se/SCB/BOR/SCBBOJU/jam_hm_en/index.html

This website provides information of gender equality in Sweden, including definitions, comparison of GEI among all counties and municipalities, indicators of GEI, and ways to calculate GEI. As of this writing, the self-calculation function is under construction.

Census Data for Each Country

http://www.census.gov/main/www/stat_int.html

This website lists links to each country's census data.

Following are websites where the reader can find census data about the countries mentioned in this chapter:

Canada: <http://www12.statcan.ca/english/census01/release/index.cfm>

UK: <http://census.ac.uk/>

Northern Ireland: <http://www.nisra.gov.uk/>

Japan: <http://www.jin-japan.org/stat/>

India: <http://www.censusindia.net/>

New Zealand: <http://www.stats.govt.nz/>

Australia: <http://www.abs.gov.au/>

Note: We were unable to find a weblink to official census data for South Africa.

Standards: International Cultural Studies

<http://www.colorado.edu/journals/standards/>

This is an electronic journal, *Standards: The International Journal of Multicultural Studies*, sponsored by the Office of Diversity and Equality at the University of Colorado, Boulder.

***Chapter 14: Looking Back and Heading Forward: Major Themes of The Psychology
and Management of Workforce Diversity***

Margaret S. Stockdale and Feng Cao

Overview

This chapter summarizes the previous 13 chapters and organizes the information into three themes: benefits of diversity management, barriers and challenges to full multicultural inclusiveness, and strategies for future directions for workplace diversity research and practice.

Learning objectives

- Understand the external factors and internal motivations that compel organizations to understand the importance of managing diversity. External forces include more diverse markets and more stringent legal requirements. Internal motivations are linked to organizational benefits.
- Understand the benefits of managing diversity to individuals, society, and research.
- Understand why research on managing diversity also contributes to research and practice in organizational management.
- Describe barriers and challenges that exist for implementing fully multicultural inclusiveness at individual (for example, racism, stereotyping, prejudice, etc), interpersonal (e.g., team conflicts), and organizational (structural segregation) levels.

- Describe strategies to meet the challenges of inclusion, for example, diversity training, establishing mentoring relationships, informal networks for minorities, and enhancement of leadership.
- Understand the process of building successful multicultural inclusiveness.

Sample multiple choice questions

1. In 1991, which of the following Acts became law US?
 - a. Civil Rights Act.
 - b. Age Discrimination in Employment Act.
 - c. Americans with Disabilities Act.*
 - d. Sexuality Discrimination in Employment Act.
2. Which of the following statements is FALSE?
 - a. Managing diversity benefits people who are discriminated against now.
 - b. One of the benefits that organizations gain from managing diversity is reduced costs related to health insurance, legal suits, turnover, and other forms of withdrawal.
 - c. White males will not benefit from managing diversity.*
 - d. Worldwide, there is probably no nation that does not have its own diversity problems or issues.
3. Some Americans resist Affirmative Action, seeing it as only a quota system and providing preferential treatment for minorities. This belief persists because
 - a. affirmative action does increase the ratio of minorities to majority people in organizations.
 - b. affirmative action is thought to not be based on fairness that most Americans believe in.*
 - c. affirmative action is thought to threaten privileges of White Americans.
 - d. All of the above.
4. Research has found that there are three types of conflicts that will emerge for people working in teams: emotional conflict, interpersonal conflict, and task conflict. Which of these forms of conflict may increase team creativity and innovation?
 - a. Emotional conflict.
 - b. Interpersonal conflict.
 - c. Task conflict.*
 - d. None of the above.
5. Making career plans for employees is a standardized procedure of management in most organizations. Usually, a plan evaluates employees' strengths, weaknesses,

- goals, and mobility. Some researchers also suggest that for diversity management, a career plan should include:
- a. future salary adjustment rate.
 - b. fit between personal attributions and job demands.*
 - c. current performance.
 - d. building interpersonal relationships with coworkers.
6. Which of the following statements is FALSE?
- a. Some managers do not like network groups because they consume office time for their activities.*
 - b. Mentors can play the roles of counselor, protector, and guardian.
 - c. Some minority employees are reluctant to join informal network groups because they are afraid that their career will be negatively influenced.
 - d. Leaders and managers should foster good communication skills among team members, especially when minority employees are included on a team.
7. To create multicultural inclusiveness at any given organization, we must consider interventions in the process of structure, culture, and:
- a. behavior.*
 - b. philosophy .
 - c. cognition.
 - d. All of the above

Sample essay questions and answers

1. Briefly describe the advantages of managing diversity to individuals, organizations, and society.
- a. Individuals who have been discriminated against or stigmatized, such as women, people of color, the lower class, and gays, lesbians, and bi-sexuals benefit from a more inclusive working environment because there is less discrimination and more equality. Furthermore, everyone in the workforce actually benefits from managing diversity because everyone can potentially be a member of an underrepresented social identity group, as in the case of aging, obesity, and disabilities. Those workers who do

currently not experience discrimination or inequality may experience it someday.

- b. Organizations benefit from managing diversity in two ways. First is the increased awareness of the operation of bias. Awareness of bias, prejudice, and attitudes toward dissimilar others are preconditions of reducing discrimination. The second benefit for organizations is the reduced cost due to fewer legal suits, lower health insurance (from improving health conditions for disadvantaged workers), and reduced turnover rates.
 - c. Society also benefits from organizational management of diversity. First, efforts in organizations to reduce discrimination and create equality will influence societal thinking. Second, individuals who benefit from diversity management will bring more wealth and resources to their families and communities. Third, diversity management practices may be emulated or adapted by organizations based in different nations.
2. How can research on diversity management benefit research in the area of organizational management?
 - a. Research on diversity management expands the traditional research in the field of organizational behavior from a focus on white, male, able-bodied, heterosexual managers to a focus on the entire human spectrum that composes the workforce of today and tomorrow.
 - b. Cultural influences are used to expand models that explain career success, human behaviors, and leadership.

3. What is the major barrier at the organizational level for multicultural inclusiveness? How does it hinder the inclusiveness effort?
 - a. The major barrier at the organizational level is structural segregation by job, race, class, sex, and other characteristics.
 - b. Segregation hinders the ability of members of diverse groups to gain access to influential networks and mentoring relationships. It facilitates the debilitating effects of tokenism and it perpetuates stereotypes about identity groups.
4. Training has been a major method used to help create multicultural inclusiveness, but there are some pitfalls that make training ineffective. Describe three potential pitfalls.
 - a. Training is too short. Usually diversity training lasts only one day. Short training sessions sometimes cause backlash from Whites because they may think they are the targets for the training – i.e., without further discussion of diversity issues, a cursory training program leaves Whites feeling blamed for all diversity-related problems but doesn't adequately provide resources to help Whites develop effective solutions. The resulting resentment may only hamper further diversity change efforts.
 - b. Trainers are unqualified . Sometimes trainers themselves do not understand the topic as well as they should. Their improper explanation or inability to answer questions may bring confusion to the audience and may cause even more misunderstanding about the topics.

- c. Internal and external trainers are chosen poorly. Both internal and external trainers have their own advantages. For example, internal trainers know the organization and the employees better, so they can link the topics to their company. However, internal trainers face the risk of being unable to control the discussion because of the sensitivity of the topics, such as prejudice. External consultants are more experienced and can separate themselves from the organization. Trainees may be more open and honest when facing external trainers. However, external trainers may not be immediately trusted by employees, and they may not fully understand the dynamics of any given organization.
- d. Voluntary vs. mandatory training participation is not adequately thought through. Voluntary participation allows employees to decide the importance of the issue, but it may send a signal that leaders do not support the training. Mandatory participation sends a strong message that the training is important, but it may also create resentment among employees.

Experiential activities

End-of-term project

Purpose: To help students further think about the importance of diversity management in the workplace.

Time: Approximately 30 minutes

Activity: Every student reflects on and writes down 3 things they have learned or ways they have grown after taking the course. Ideas can be structured around topics

they found most impressive, topics that they changed their mind about the most, topics that intrigue them the most, and so forth. Divide the class into four groups and have students exchange their views within the group.

Relevant Websites

National Institute of Standard and Technology

<http://www.nist.gov/admin/diversity/diversep.htm>

This is the official website for the Diversity Office for the National Institute of Standards and Technology (NIST).

Diversity Direct

<http://janweb.icdi.wvu.edu/links/employ.htm>

A job search and career site with searchable database of subscriber organizations and extensive links.

Diversity Standards

<http://www.diversitystandard.com>

The online site for The Equity Continuum, developed by Trevor Wilson of TWI, and used by the European Business Network for Social Cohesion.

Diversity Search

<http://www.diversitysearch.com>

Career development and job search site, with searchable database with extensive links.

Diversity Web

<http://www.diversityweb.org>

An interactive and comprehensive resource and information hub for diversity initiatives in higher education organized around seven campus diversity priorities vision and leadership, student involvement, campus and community connections, research evaluation, curriculum transformation, faculty and staff involvement and policy and legal issues. Includes the American Association of College and Universities' online publication, The Diversity Digest.

The American Institute for Management Diversity, Inc

<http://www.amanet.org/index.htm>

The American Management Association (AMA) is a membership-based management development organization offering a range of business education and management development programs for individuals and organizations in Europe, the Americas and Asia.

National Association of Diversity Management

<http://www.nadm.org>

Diversity Resources Online is a platform for disseminating information and a comprehensive resource center for many aspects of diversity in education, human resources, the public sector, health care and the society at large. The web site includes full text articles from The International Journal of Diversity & Synergy, a new electronic journal published by NADM. Other online resources include a newsletter, discussion forums, as well as information on programs and services.

The Network Newsletter

<http://www.ilr.cornell.edu/depts/wdn>

The newsletter of The Workplace Diversity Network, a joint project of Cornell University ILR and The National Conference of Community and Justice, formed to extend “diversity learning” by linking diversity professionals with one another and leading national resources to explore emerging issues in workplace diversity.