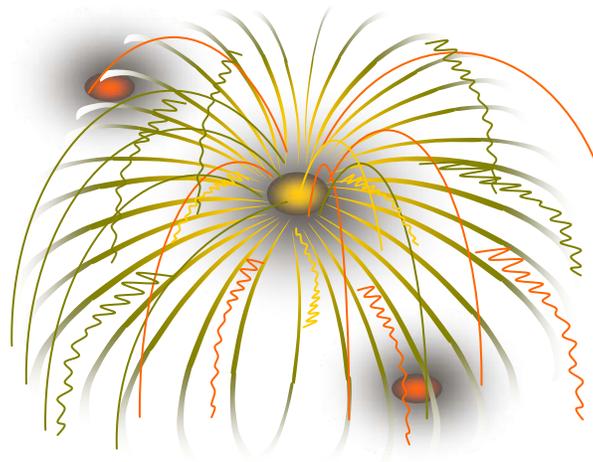


WORKFORCE DIVERSITY MANAGEMENT: CHALLENGES, COMPETENCIES AND STRATEGIES

**Chapter Introductions, Summary
and Discussion Questions**



Bahaudin G. Mujtaba

Print Date: 7/17/2006

**WORKFORCE DIVERSITY
MANAGEMENT: CHALLENGES,
COMPETENCIES AND STRATEGIES**

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Tamarac, FL 33321; United States of America

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ISBN: 1-59526-548-1.



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CHAPTER 1

Diversity: What Is It?

Diversity is a subject that can be very powerful and emotional for everyone who deals with it either directly or indirectly. Diversity topics deal with issues of being different and alike, inspiration and perspiration, sadness and gladness, privilege and lack thereof, culture and religion, tolerance and justice, and hatred and animosity. Diversity challenges and opportunities impact all nations around the world to one extent or another. Today, in the years 2006 and 2007, issues of cultural identification, religious protection, ethnic cleansing, racial supremacy, oppression of minority groups, unfair compensation to various groups of people based on their minority status or gender, and other such critical issues impact various nations around the world. For example, countries such as the United States of America and Russia are suffering from racial conflicts caused by groups of individuals claiming “white supremacy” and privilege.

There are hundreds of hate groups in the United States (as well as around the world), such as the Klu Klux Klan (KKK), that are active in promoting hatred and animosity toward minorities. As a matter of fact, there are at least 500 “hate group” websites on the internet spreading the message of hate and racism. As reported by the Good Morning America Show of ABC (June 11, 2006), the internet seems to be a growing tool for hate groups to spread their message and attract new members. ABC showed videos of KKK members demonstrating on June 10, 2006, yelling and screaming that they want Mexicans, Jews, and illegal immigrants out of the United States. The “*Intelligence Report*,” from spring 2006, which is published by the Southern Poverty Law Center, states that “hate groups are up 33% over the last five years.” The report goes on to say that “For almost 30 years, the National Socialist Movement was a forgotten bit player on the neo-Nazi scene, overshadowed by groups like the National Alliance and Aryan Nations. But as other groups collapsed, NSM has exploded, launching a new white power music label and adding a plethora of new chapters.” The report talks about “Books on the Right,” stating that “After a sympathetic portrayal of a key neo-Nazi leader, a tenured professor at the University of Vermont’s latest books celebrates white nationalism.” The section about Updates on Extremism and the Law” report that a white supremacist, who is also known for yelling racial epithets, was arrested on October 2005 for imprisoning, torturing and sexually assaulting two black women. This person, according to police officers, kept the women locked up in a shipping container in his back yard near Philadelphia (Intelligence Report, 2006). Such forms of blatant discrimination and illegal behaviors seem to be commonplace today by some groups of individuals with extreme views in certain nations around the world. For example, there were many minority individuals killed during 2006 in the former Soviet Union by groups of white individuals who felt threatened by the diversity in their country. One racist Russian, interviewed on May 2006 by the Public Broadcasting System (PBS), said that he is the leader of one group and will continue severe hate crimes because he feels as though all the opportunities for him and “his people” have transitioned to minorities since they now own most businesses in “his” country. Similarly, Germany has seen a rise in their cases of racism and hatred of non-Whites in the last two years. In 2006, several non-White individuals were targets of racism, vandalism and beatings by some Germans that

belong to various groups that encourage racial divisions. Racial and religious divisions among various groups of people in Iraq have been on the rise during the occupation of that country by the American and British soldiers. To increase cultural sensitivity among the foreign military forces in Iraq, all American soldiers are now required to complete a cultural sensitivity training to increase their awareness of diverse cultures and the people of Iraq. After a thorough investigation of American soldiers allegedly killing 24 innocent men, women and children in one Iraqi village, the 130,000 soldiers stationed there, as of July 2006, are now required to also complete a standardized training in the areas of legality, ethics and morality so they can be better prepared to treat people with respect and dignity in all circumstance.

As can be seen from these brief statements thus far, diversity is a major local, national and international challenge and an opportunity for every human being if we are to live in a peaceful and healthy world. Of course, differences and its perceptions are not always so extreme that they lead to innocent individuals being abused, injured or killed. For examples, differences can exist in the compensation of individuals in different ranks, or as per their gender. Males tend to earn more annual income than many female employees who are performing the same jobs in various industries. Upper management usually tends to earn more money than lower level employees. According to a study by the Federal Reserve in 2005-2006, chief executive officers' salaries in the United States are now about 170 times greater than the average worker's pay, up from about 40 times greater recorded in the 1970s. In the United Kingdom, for the chief executive officers' salaries, the multiple is 22, and in Japan it is about 11 when compared with non-management workers. Such differences in compensation can also be issues of diversity, equality, fairness, and the effective management of a firm's human resources. Overall, understanding diversity is about feeling comfortable and maximizing productivity in an interdependent or in an interrelated society where each workplace is a microcosm of the world's demographics.

The subject of diversity requires examining one's own beliefs and values as well as learning the skills of dealing appropriately with those whose beliefs and values may be very different. Diversity, like communication, is a fact of life. It is natural, irreversible; and its tolerance is a necessity of life if one is to function effectively in this universe. Diversity has made our lives more interesting, attractive and less monotonous. Simultaneously, it has made our lives more complicated, challenging and unpredictable. It is not uncommon to become offended by people's actions, sayings, thoughts, and overall behaviors in diverse teams and general group settings in today's workforce. Some of these comments, thoughts and actions may make us uncomfortable because they challenge our beliefs and values that have been embedded into our subconscious minds for years and decades since childhood.

Some of the material in this *Workforce Diversity Management* (WDM) book will move you intellectually (impacting the *head*), some may move you emotionally (impacting the *heart*), and others may move you physically (impacting the *habits*). Regardless of whether you are impacted intellectually, emotionally, or physically, this material will serve as a "primer." It is a "primer" because learning about diversity is a continuous process and not necessarily a destination. It is a continuous process because individuals change, grow and develop, thereby changing their personal set of beliefs and values. Consequently, in order to make decisions that are good for our friends, co-workers, managers, suppliers, customers, and associates, we need to get to know them continuously.

Because of many diversity dimensions, our unique backgrounds, religious beliefs, societal norms, and cultural differences, we may view the same situation in two different ways. For example, many people see a hard working manager who is always working late, meeting deadlines, and constantly "pushing" his/her people to do more each and every day as proactive, assertive and energetic individuals. On the other hand, the same manager could be seen as egotistical, self-centered, pushy, materialistic, and rude by others from different cultures or backgrounds. It is not that one view is right and the other is wrong; they are just different and appropriate under certain circumstances and conditions. The key is to understand what constitutes

“normal,” “acceptable,” and “correct” behavior in each situation and environment. These different perspectives have existed in our societies for thousands of years in different regions. Since technology has made it easier to travel around the world in a matter of hours, the world has shrunk and has become smaller. This means that many different groups of individuals could be living in similar geographical locations.

Having a diverse workforce means that our associates, peers, customers, suppliers, and managers comprise people of various backgrounds, languages, cultures, values, and beliefs. Today’s workplaces are not homogeneous anymore; however, they are highly heterogeneous. This heterogeneity has brought about many changes, and some traditional ways of doing business are being scrutinized and restructured on a daily basis. Understanding, mastering and applying the information in this *Workforce Diversity Management* book will help professionals and managers deal with today’s diverse workforce more effectively in order to attract and retain productive associates in a very competitive global economy. The book can also help managers create a pleasant work environment where all employees are respected and treated with dignity.

Cultural, generational, financial, personal, and professional diversity have been part of humanity since the days of Adam and Eve. Diversity impacts every aspect of a person’s life. Today’s population is more diverse than ever before and the workforce population has been changing rapidly along with it. Such diverse workers and managers should be culturally competent and be able to effectively manage diversity if they are to work synergistically in today’s competitive work environment. Becoming an effective diversity advocate or “manager” and learning to remain as such is a moral imperative for all leaders in today’s global world. Being an effective leader or manager in a diverse environment requires expecting the same standards from all workers regardless of their race, gender, language, sexual orientation, age, and general background. Managers should not evaluate or rate workers differently because of their gender, nationality, or language, since such differences can have negative consequences as a result of the self-fulfilling prophecy. All workers must *earn* their evaluations based on actual performance and according to the formal evaluation criteria communicated. Managers and team leaders are obligated to treat each person fairly and expect high standards from them regardless of their gender, ethnicity/nationality, primary language, age, experience, disability, and other non-job related variables. Organizations should also provide reasonable accommodations, privileges, opportunities, incentives, and facilities to attract and retain diverse employees and customers.

As leaders, professionals, executives, and senior managers, you can do a lot of things to enhance the productivity of your people by being a role model, providing diversity training and development workshops, and by making sure people treat each other fairly. Regardless of your rank, position title or power, chances are high that you cannot erase years and centuries of cultural bias and personal opinions that exist in the society. However, what you can do is to consistently insist that your workplace is free of bigotry and full of opportunity for all individuals. Therefore, you must first understand and support cultural competency and diversity management concepts which are discussed in this book. *Cultural competency* is the continuous learning process that enables one to function effectively in the context of cultural differences. *Diversity management* is the process of becoming culturally competent by understanding the needs, wants, desires, strengths, weaknesses, beliefs, and values of each person, while providing him or her the opportunity to contribute to the collective genius of the whole. Diversity management is about creating synergistic results that are equal to or greater than the sum of the individual parts. Managing diversity is about enabling each member of the workforce to perform above and beyond his or her potential. Managing diversity is about making sure people are not led to believe a lie or stereotypes so they can be free of guilt and “live happily ever after.”

Managers should and must avoid all issues that present a conflict of interest in their manager-employee relationships. For example, employees must not be placed in “*quid pro quo*” (which is a favor for a favor in return mindset), positions of doing things for managers as this could very well lead to cases of sexual harassment. Whether “*quid pro quo*” cases are intentional

or unintentional, they must be avoided since they put employees in a challenging position, especially when their promotion or merit raises depend on the manager's perception.

The first few chapters of this book discuss diversity, its definition and dimensions, the basics and implications of the self-fulfilling prophecy concept as it is applied in the diverse work environment, diversity management concerns, and some foundational best practices for effectively educating adults. The suggestions, stated throughout this book, offer diversity management ideas so managers can be successful in achieving their stated outcomes synergistically. Many of the suggestions have been used by the author as well as trainers, managers, educators, and leaders throughout the world to create a productive and happy work environment for all. As stated by Mahatma Gandhi, "Happiness is when what you think, what you say, and what you do are in harmony." This book is about creating harmony in one's head (thoughts), heart (feelings), and habits (behaviors) about people of diverse backgrounds and cultures. It is fair to say that diversity and ethics related issues are likely to, and should, impact a person's head, heart and habits if they are to lead to long-term peace and prosperity in life.

- *Head.* Head implies continuous cognitive learning about each situation, thinking objectively based on current facts, awareness of universal principles, and knowledge generation.
- *Heart.* Heart implies the consistent controlling of one's feeling, basing it on objective facts, and aligning it with universal values. It means basing one's feeling for long-term impact, rather than short term satisfaction of personal desires that are linked to revenge, vengeance, payback, or retribution.
- *Habits.* Habits should be linked to one's objective feelings and universal principles. It means ensuring that one's day-to-day behaviors are aligned with one's universal principles of right and wrong, personal or professional values, and knowledge-based and goal-oriented feelings.

Summary

Differences have existed both in the society and the workforce today and will continue to increase at a growing rate. There is a moral responsibility for each individual to become aware of these differences and respect each person as a unique human being. Valuing diversity and thereby becoming a diversity champion requires each person to tolerate differences, respect differences, understand differences, and to examine or explore those differences in order to maximize the productivity of the workforce and gain organizational competitiveness. Valuing diversity isn't just an idea that sounds good and promotes positive publicity for the firm. Valuing diversity and each person's genuine commitment to its thorough implementation are critical to one's success as an individual and to the company's survival. In order to be successful, workers and managers need to become culturally competent.

Dr. Martin Luther King, Jr. envisioned that someday people would be judged by the content of their character and not by the color of their skin, not by their gender, not by their ethnic backgrounds, and not by their disabilities. He also envisioned that all individuals would sit down together at the tables of brotherhood and sisterhood. Those tables are in the classrooms, conference rooms, boardrooms, cafeterias, restaurants, and manufacturing floors. Our responsibility and challenge are to not only take our seats at these tables, but to sit there with an open mind and unclenched fists. Shelby Steele, author of *The Content of Our Character* (1990), said "What is needed now is a new spirit of pragmatism in racial matters where 'disadvantaged minorities' are seen simply as American citizens who deserve complete fairness and in some cases developmental assistance, but in no case special entitlements based on minority status." The only individuals that should be given special accommodations in the workplace, as directed by

the legal counsel or human resources specialists, are employees with legally recognized disabilities whose needs are communicated to managers from the outset.

Overall, Chapter One has pointed out the complexity and dimensions of diversity as well the impact of conditioning. The next chapter will expand on diversity, diversity management, and self-fulfilling prophecy as it relates to learners and educators in an academic environment.

The upcoming chapters further extend the topic of diversity and its various dimensions. As outlined in Figure 1.4, *Workforce Diversity Management* is designed to cover diversity management issues in Part One, cultural competency topics in Part Two, some of the strategies and skills needed to manage the workforce and cultural diversity in Part Three; and Part Four offers relevant cases and exercises that can be used along with various discussions or chapters.

Discussion Questions

While you and your organization may have conscious, subconscious or formal protocols in place to make sure everyone is treated justly and fairly, the society may not condition everyone to act as such toward all individuals. It is best to consider one's total experiences when thinking of diversity dimensions, challenges, and opportunities. Reflect on the following questions individually, and then discuss them with your friends, teammates and/or colleagues. Answering the questions effectively may require more research on each topic by reading recently published articles, books, and/or interviewing experts in the field. When possible, try to relate the questions and topics to your life, your organization, and today's society.

1. Define diversity in terms of your colleagues in the work environment.
2. What are some important dimensions of diversity that relate to teamwork?
3. How have the changing demographics impacted you during the past five – twenty years?
4. How will the demographics of your society and workforce change in the coming decades?
5. Who are your peers, as per your first impressions, and are they in the right fields, professions, and jobs? Given their backgrounds (as per your first impressions), would they be more effective in other jobs or professions? Think of one or two specific individuals and rationalize your reasoning to make sure it makes sense to you.
6. How can managers best appreciate and effectively use the diversity of their workers? Mention specific behavioral and verbal examples.
7. Sexual orientation is one dimension of diversity and many employers are now providing benefits to their gay and lesbian employees' partners. Find two companies that are offering such benefits and determine the outcomes.
8. While "sexual orientation" is the correct term, some literature and individuals still use the term "sexual preference." Discuss the differences and explain why "sexual orientation" is more accurate and accepted?
9. Is a person's marital status apparent based on a first look? Why or why not? Does wearing of a ring always signify a person's marital status in today's diverse work environment? Discuss.
10. One purpose of this book is to help readers relate diversity to their heads, hearts and habits. The chapter stated that managers and professionals should proactively work on always being in control of their heads, hearts, and habits. In other words, everyone must work on managing his or her perceptions, words, non-verbal body language, behaviors, and take appropriate actions when one sees that an inappropriate comment or behavior is taking place in the work environment. Discuss actual examples of how diversity relates to a person's head, heart, and habits. Provide real life examples and stories.

CHAPTER 2

Diversity Management in Academia

Cultural, generational, personal, and professional differences as well as unique motivational factors are characteristics of learners in today's academia. The student population of nearly all institutions has drastically changed from what it was twenty and thirty years ago. Some institutions of higher education have predominantly traditional students from 18 to 23 years of age attending college on a full-time basis; while other institutions might have all working adult students and/or a mixture of the two. It is apparent that today's student populations are much more diverse in terms of their gender, ethnicity/nationality, age, disability, and beliefs than they were twenty years ago. Therefore, these student populations need diverse teaching skills, different experiences, and more facilitation abilities in order for them to learn best as per their learning styles. One of the needed skills would be to acknowledge their differences, and then actively incorporate their experiences into the learning objectives of each session. This chapter provides an application of diversity and cultural competency considerations in the education arena.

Summary

Diversity exists in the workforce as well as in the educational arena today and will continue to increase at a growing rate. There is a moral responsibility for each individual to become a TRUE manager in today's workforce. Valuing diversity and thereby becoming a TRUE diversity champion requires each person to tolerate differences, respect differences, understand differences, and to examine or explore those differences in order to

maximize the productivity of the workforce and gain organizational competitiveness. TRUE diversity means one should become culturally competent. Cultural competency refers to the continuous learning process that enables individuals to function effectively in the context of cultural differences.

Overall, this chapter discussed diversity, diversity management, and self-fulfilling prophecy as they relate to learners and educators in a diverse environment. It offered suggestions for adult educators and managers on how they can become TRUE diversity champions. The upcoming chapters further extend the topic of diversity and its various dimensions in terms of socialization and behavioral aspects of biases and stereotypes.

Discussion Questions

1. Is there diversity in the academic world? Can diversity management skills apply to the academic environment? If so, how?
2. How is the academic environment today different from three to four decades ago?
3. Do male and female students learn differently? Discuss.
4. Do people of different cultures have different learning styles? Discuss examples.
5. How have the teaching materials over the last few decades changed from what it was three to four decades ago?
6. What impact can such an experiment as Jane Elliot conducted with the third graders have on adults?
7. How can TRUE management make a difference in your organization or in this society?
8. Can the concept of TRUE diversity management be helpful in creating or producing synergy in a diverse work environment? If so, how, why, or why not?
9. How can educators be more effective role models of understanding, appreciating, and managing classroom diversity?
10. Is there diversity in the online work environment or in cyberspace? If so, discuss specific examples.
11. How can managers and educators appreciate and effectively use the diversity of their online workers and colleagues around the globe through the internet?

CHAPTER 3

Socialization and Stereotypes

Cultural influences, conditioned responses, and unfair work practices have been impacting individuals, teams, organizations, and businesses since the beginning of time. In many cases, the impacts of certain work practices, both in the society and workplace, have been negative, unethical and unfair to members of the minority group. This chapter discusses the various sources of information and stereotypes as well as their impact on behavior, and also how to make conscious choices when it comes to decision-making in a diverse workforce.

Summary

It is hoped that the above examples have helped you see how a variety of early influences may have helped to shape our beliefs and values. The messages we receive from misinformation may lead to forming stereotypes and perhaps some oppressive attitudes towards various groups of people. For example, we have a tendency to become like our care-takers and those we socialize with on a regular basis. Our education system may not have taught us much about individuals from non-dominant cultures. We learn that if we belong to one group then we don't belong in certain other groups. Through the media, we receive lots of information and some misinformation during our socialization. We all have some formal mental tapes which affect us subconsciously in our thoughts, feelings and behaviors. In other words, these mental tapes affect how we respond to people who are different from us. We have a tendency to go on automatic pilot and respond without thinking or knowing why we do what we do. We need to get off of automatic pilot by becoming aware of our thoughts, feelings, and behaviors, and by choosing our responses consciously, rationally and logically.

Stereotypes and biases impact management practices. Professionals should create a work environment that respects human beings and supports them by capitalizing on their unique qualities. This chapter has pointed out the impact of stereotypes and how it impacts a person's behavior.

Ken Keyes, American writer and philosopher who founded Keyes College, tells us that "we are not responsible for the programming we received as children. As adults, we are 100% responsible for changing it." The word "programming" very much relates to the conditioning which we receive both as children and as adults; it can be monitored and should be controlled through conscious thinking and rational decision making. Become educated about the facts, think for yourself and then it is easy to be yourself. Ralph Waldo Trine, philosopher and author, said that "There are many who are living far below their possibilities because they are continually handing over their individualities to others. Do you want to be a power in the world? Then be yourself."

Oftentimes, if we reflect and think deeply about a question or topic, our learning is at a deeper and more meaningful level. As a guide to help stimulate your thinking about some major points as seen at the conclusion of previous chapters, listed at the end of this chapter are some questions to reflect upon. Perhaps you can take some time now to reflect on what you have learned and make some notes regarding each topic. Remember, learning is not complete until it is applied, and learning does not produce anything without application. As an example, a few questions from this chapter are answered, based on the author's perspective, as follows and you may add your own personal answers to your notes:

1. Describe the impact of using *conscious thinking* as it relates to your personal level of cultural competence.
Conscious thinking helps me make better and more rational decisions that are more effective and less biased. It can also help me respond in such a way that my thoughts (head), feelings (heart), and behaviors (habits) are aligned with my personal values and mission.
2. For many of us, there is a natural and strong tendency to make *assumptions* about people different than ourselves. In what ways will your future assumptions be affected by what you have learned from reading this material on Workforce Diversity Management issues thus far?
I learned that not all of my assumptions are based on reality all of the times. Most of what is important seems to require getting to know the other person and long-term relationships. It is best to confirm any pre-determined assumptions before acting out upon them.
3. Thinking about the power and *influence of early conditioning* (stereotypes or mental tapes), list several ways that you could effectively form new mental tapes.

- a) *First of all, I have stereotypes and mental tapes as do most people due to their socialization in the society. The key is to become aware of my own mental tapes and how they impact my behavior toward others.*
- b) *I could think consciously about my decisions.*
- c) *Educating myself and becoming aware of the current facts is important aspect of being and becoming culturally competent.*
- d) *Choosing my responses by thinking rationally and logically is a must for effective decisions.*
- e) *Another important element for me is to ask question and seek to understand before speaking and deciding what to say or how to behave toward others.*

Discussion Questions

1. What are mental tapes?
2. What are the main sources of mental tapes and sources of information for people as they are growing up? Discuss two sources.
3. Describe the impact of using *conscious thinking* as it relates to your personal level of cultural competence.
4. For many of us, there is a natural and strong tendency to make *assumptions* about people different than ourselves. In what ways will your future assumptions be affected by what you have learned from reading this material on Workforce Diversity Management issues thus far?
5. Thinking about the power and *influence of early conditioning* (stereotypes or mental tapes), list several ways that you could effectively form new mental tapes.
6. How has the education system in your area and country influenced you in the area of diversity, stereotypes, and discrimination?
7. How has the media influenced you in the area of diversity, stereotypes, and discrimination?
8. How has your family influenced you in the area of diversity, stereotypes, and discrimination?
9. How has your peers influenced you in the area of diversity, stereotypes, and discrimination?
10. What are some ways in which today's media and television shows influence and condition children?

CHAPTER 4

Discrimination in Practice

*D*iscriminatory practices have been part of society since the beginning of time. In many cases, the impacts of discriminatory practices, both in the society and the workplace, have been negative, unethical, and unfair to members of minority groups. This chapter discusses discrimination, stereotypes, harassment, and other such issues which managers should be aware of as they recruit, attract, hire, promote, and develop a diverse workforce.

Summary and Reflections

Illegal discrimination practices are likely to be around in various parts of the society for many decades and centuries to come. Professionals should create a work environment that respects human beings and supports them in capitalizing their unique qualities. This chapter has pointed out the impact of discrimination and harassment. This chapter also discussed some of the common discriminatory practices, daily indignities and unearned privileges as they relate to workers in a diverse environment. Furthermore, the chapter offered the “STOP” strategy for getting to know people and concluded by encouraging teams to “think outside of the box” and work synergistically to make their place of work as productive and competitive as possible.

Discussion Questions

1. What is discrimination? Is it always illegal? Discuss and provide examples.
2. What is harassment? What is sexual harassment?
3. What is quid pro quo? What are some examples of this concept in the workplace? What should managers and employees be aware of in order to make sure everyone is treated fairly?
4. Discuss some of the employment laws that managers must be aware of when they are hiring and developing employees. Why are these laws important?
5. Have you seen, experienced or heard about any daily indignities in your lifetime? Discuss specific examples.
6. Do you have any “unearned privileges” and/or can you think of specific examples where certain individuals are enjoying them?
7. What is a cultural ally? Have you seen a cultural ally in the past few decades? Discuss.
8. Have you ever used the STOP (*Seek, Talk, Observe, and Probe*) strategy when meeting new people? If so, what was the result? Is the STOP strategy helpful? What other strategies can you use to get to know individuals when you meet them for the first time?

9. Mention two ways that managers and professionals can become cultural allies in today's workplace. In other words, how can today's managers and professionals stop unfair policies and mistreatment from occurring in the workplace? Discuss.
10. What is groupthink? Should teams and departments always avoid groupthink? Why or why not?
11. What is synergy? Discuss an example of it from your personal or professional experiences.

CHAPTER 5

Technology, Gender and Appreciative Inquiry

The workforce of the twentieth century is likely to be much more heterogeneous than any other generation in the past. The same is true of twentieth century organizations and their need to make good use of their available human resources asset. Effective use of an organization's human resources asset and modern technology in the twenty-first century can greatly enhance learning for all workers and managers, especially those with various forms of disabilities. Along with an introduction to the concept of appreciative inquiry, this chapter presents how computer-aided instruction is one method that can be used by leaders and educators to engage students and encourage learning. In most cultures, women make up about 50% of the population; consequently, they should represent 50% of the workforce, when they are provided fair opportunities to acquire education and contribute to society. However, women make up only a small percentage of senior management positions, due to various reasons including stereotypes and the impact of glass-ceiling in the workplace.

Summary

The preceding pages presented the theoretical and conceptual context for the information related to empowerment, gender role in information technology, and appreciative inquiry. The theories of empowerment suggest that the proposed intervention may bring about emotional states that correlate to the performance and behaviors of employees (Lashley, 2000). Supportive evidence examined in the literature suggests that empowerment theories are significant in supporting the appreciative inquiry approach. The framework of appreciative inquiry can drive leadership and technology; it may also positively influence an organization's culture to implement quality solutions for dealing with stereotypes and biases in the workplace as well as with employee recruitment, hiring, development, and retention.

The introduction of technology is associated with increased employment opportunities and, thereby, a road out of poverty. However, for women and individuals with disabilities (e.g. autism), the potential of Information Technology (IT) is much more than that as it represents a way of more fully including them in mainstream life—socially, politically, and economically. IT can provide both groups information to improve their circumstances whether it be, for example, through farming information to learn how to best grow local crops or to mitigate the symptoms of their disabilities.

Information Technology, however, is neither gender neutral nor is it disability neutral. In order for IT to be effective, it must consider the needs of these population groups. The inherent characteristics of computer-aided instruction—consistency, regularity, availability, and on-demand stimulation without 'taking over' or making demands on the learner—address some of the individual needs of women and individuals with disabilities. Users have control over the learning situation. Users select what they learn, when they learn it, and the pace at which they

learn. As such, CAI (computer-aided instructions) holds much promise as a tool in the education of women and individuals with disabilities. In improving the education of these groups, perhaps using appreciative inquiry concepts, each nation enriches its society and improves the potential of all persons to constructively contribute to the development of their own lives as well as the life of their nation and the world at large. Furthermore, because the recommendations transcend cultural boundaries to address gender needs, developing economies can implement them while at the same time respect its unique cultural heritage and diversity.

Discussion Questions

1. What is gender discrimination and does it still exist in the workplace of modern countries such as the United States, France, Germany, Canada, Italy, and others? Explain.
2. Discuss some of the challenges women face in climbing the ladder of success in today's workforce. What are three examples?
3. What is glass-ceiling and how can this concept prevent women and minorities from going into senior management positions?
4. How can technology be used to help individuals with disabilities make full use of their abilities and talents in the workplace?
5. Is there technology bias toward females in the workplace? Discuss and explain your answers.
6. Is there technology bias toward females in the education arena such as primary schools and university levels? Discuss and explain your answers.
7. How can technology be used by educators, parents, and technology experts in the workplace to make sure both males and females have equal access?
8. Besides the Information Technology field, what other fields seem to be facing a challenge in recruiting, promoting, and developing more females into senior management positions? How can they overcome such challenges?
9. What is appreciative inquiry? Can it be used to bring about equality and empowerment in the workplace? Discuss.
10. What is empowerment? Discuss why it is needed in a diverse workplace in today's environment.
11. What can leaders do to consistently involve their employees and colleagues in the decision making process?

CHAPTER 6

Affirmative Action: United States and South Africa

*D*iversity is a reality in most countries and organizations. However, blatant forms of discrimination have also been one reality of some generations in the United States due to people's stereotypes and cultural differences. The United States usually is viewed as an enormous "melting pot," encompassing many different peoples with diverse backgrounds, desires, goals, and philosophies. Yet, a common objective shared by most people is to take advantage of the many opportunities afforded by the U.S. democratic, free-market system and to succeed. One key measurement of success is to attain a managerial or executive position within a firm. However, the attainment of such positions has had many challenges for minorities (including women) throughout the past few centuries.

As discussed by Cavico and Mujtaba (2005), a review of the history¹ of United States reveals that minority groups and women have been victimized and hindered by past discrimination and social stereotyping; in many instances. Unfortunately, minorities and women still are being harmed by both the cumulative and current effects of racial, ethnic, and sexual prejudice. These negative effects are especially apparent in the private employment sector where, despite some achievement of workplace equality, the ranks of upper-level managerial and executive positions remain noticeably underrepresented by women and minority group members. The continuing debate over achieving racial, ethnic, and sexual equality, therefore, frequently centers on business. In the business context, moreover, attempts to achieve equality and to remedy the effects of past discrimination and social stereotyping have substantial, far-reaching, and long-lasting ramifications. The public discourse on discrimination

¹ For more information, see "*Business Ethics: Transcending Moral Requirements through Moral Leadership*," by Cavico and Mujtaba, 2005.

frequently treats the subject in moral terms. What moral choices should businesses make to help redress the effects of past discrimination and stereotyping and to achieve the societal goals of equality of opportunity, social balance, and social harmony? In seeking to resolve these issues, one confronts the division and the strain between the quest for equality and the desire to protect individual rights. This conflict between two basic "American" values renders the complex subject of discrimination particularly difficult to solve. A corporation, for example, that strives to do the "right" thing may find itself thrown into disorder by clashing values and competing claims; and nowhere do these contentious issues come to a greater head than in the area of Affirmative Action (Cavico and Mujtaba, 2005).

Most large corporations in the United States have some type of a diversity program to make sure employees are treated with respect and dignity, and most companies do appear to feel morally obligated to implement some form of Affirmative Action. Yet, what type of an Affirmative Action program should a company adopt, and what is the moral propriety of so doing? These questions, as discussed by Cavico and Mujtaba (2005), present exceedingly difficult legal, moral, and practical problems for a firm. Accordingly, the purposes of this chapter are to examine and discuss Affirmative Action programs and practices.

Summary

Diversity and blatant forms of discrimination has been one element of some generations in the United States and other countries throughout the world due to people's stereotypes and cultural differences. This chapter has discussed some examples of how people in the United States and in South Africa have overcome years of stereotypes and biases through formal Affirmative Action plans. While stereotypes and biases still exist in these countries, the negative impact of most blatant discriminatory practices have certainly been reduced and professionals now seem to have a much fairer "playing field" in reaching the ranks of management than ever before.

Discussion Questions

1. What is Affirmative Action? Discuss this concept and how managers can operationalize it in the United States or other countries within their firms.

2. Can Affirmative Action concepts be used to attract and retain a diverse workforce in large organizations? Explain your answers.
3. State several benefits of Affirmative Action concept to people in the United States.
4. Through research, find out what is meant by “reverse discrimination” and how such forms of discrimination can be eliminated.
5. What strategies have South African leaders implemented to eliminate blatant discrimination based on race?
6. What has been the result of Affirmative Action strategies in South Africa?
7. How different is the Affirmative Action strategy in South Africa from what has been implemented in the United States?
8. Can similar Affirmative Action strategies be implemented in other countries and culture? If so, where and how?
9. What are some of the negative consequences or “side effects” of Affirmative Action plans that employers must be concerned about?
10. What is the “cycle of oppression”? How does it impact minorities? Does such a cycle still exist in the United States or other parts of the world? Discuss.
11. How do the Affirmative Action plans in various countries impact multinational corporations that have office with local employees in these locations?

CHAPTER 7

Culture and Management

*I*t is assumed treating others the way one wants to be treated is sufficient for healthy interpersonal relationships and, perhaps this is true to some extent. When it comes to the diversity of cultures and different cultural practices, the “Golden Rule” (treating others the way one would like to be treated) may not always apply in each case and, thus, some have resorted to adopting the “Platinum Rule” in their workplace. The Platinum Rule states that one should treat others the way they want to be treated. Today’s diverse situations and diverse cultures require flexibility in using whatever is relevant for the culture and time. As such, this chapter and section discuss cultural issues, organizational cultural issues, and international management concerns in today’s global environment of business, using the healthcare industry as an example. As previously implied, *cultural competency* refers to the process of continually learning about diversity so one can effectively function in the contexts of national and international differences.

Summary

If we want to retain competent employees in our health care organizations, we must meet their needs of value, recognition, and inclusiveness and be aware of their sensitivities. One way to achieve this is to provide adequate training for health care managers, with a focus on how to communicate with persons from diverse cultures. Managing diversity in the health care system will require that equity be promoted and accountability maintained both in the social environment and within health delivery systems (Shaver and Shaver, 2006).

Culture is an important aspect of today's health care organizations, workforce and globalization patterns. Is globalization causing the development of a worldwide culture? Maybe! Some reflective thinking questions to consider are: Is it possible that globalization will cause a country's national identity to be lost as more international firms are incorporating management and operation styles from the developed nations to their business practices? While reflecting on such questions, one must acknowledge that cultures tend to regularize human behavior which can make predictability of behavior a bit easier for researchers and global employees.

Discussion Questions

1. What is culture? Describe some of the similarities and differences from two distinct cultures.
2. Do all countries have different cultures? Or, can different countries have similar cultural values? Discuss your thoughts and examples.
3. What is culture shock? Can you think of specific culture shock experiences that you or others that you know may have gone through? If so, list them.
4. What can firms, individuals, and managers do to reduce the impact of culture shock for those who travel abroad or to new cultures?
5. What are some effective methods of learning more about other cultures?
6. What is cultural competency? Is it necessary for international management?
7. Can a person become culturally competent on several cultures within a few short years?
8. What are the reasons why diversity management is essential for healthcare leaders?
9. What are some important steps for healthcare leaders to take in order to prevent misrepresentation and stereotyping among healthcare workers?
10. How will you create an effective diversity management program if you are a leader in a healthcare organization?
11. Is there any benefit for a healthcare organization with an effective diversity management program? If so, mention at least three.
12. How would you create a sustained diversity-training program in your organization?
13. How would you as a leader in a multicultural organization manage diversity?
14. How can diversity management and recognition programs help position your organization for the future?

15. Diversity management is about making the organization viable for the future. Can you explain further your understanding of this statement?
16. What are some communication challenges in the healthcare industry?
17. How can medical professionals use the Johari Window to become better interpersonal communicators with people of diverse cultures in the today's workplace? Discuss.
18. Gestures and non-verbal expressions can have different meanings in different cultures. For example, the circle made with thumb and forefinger in the United States, United Kingdom, most of Europe, and some other countries is a symbol of "A-OK," which means that everything is fine. However, this gesture for French people often says that "The person is a zero and should not be taken seriously." The same gesture means "Please give me change" in Japan. However, this symbol is a sexually obscene gesture in some Mediterranean countries and Afghanistan. Therefore, professional managers and global employees should be aware of such interpretations of their non-verbal gestures. What are some other non-verbal gestures that today's global workers should be aware of as they deal with people of diverse cultures and nationalities? Provide a list.

CHAPTER 8

Generational and Spiritual Diversity

Generational, religious, spiritual, and age diversity are realities of life and organizational leaders must be cognizant of these trends. This chapter discusses generational, spiritual and age related aspects of diversity as they relate to the workplace. This chapter also provides a review of the current literature concerning a serious problem facing current day organizations. It is one of a shrinking workforce that could happen because of the retirement of many older workers. This problem is exacerbated by the fact that many of the younger workers do not possess the skills and experience that the older workers have. The younger workers also have different moral and cultural values and different work ethics. According to an article on *Managing Workplace Diversity* by the Victorian Department of Education (2005), managing and:

Valuing diversity is a key component of effective people management. It focuses on improving the performance of the organization and promotes practices that enhance the productivity of all staff. The dimensions of diversity include gender, race, culture, age, family/career status, religion and disability. Diversity also embraces the range of individual skills, educational qualifications, work experience and background, languages and other relevant attributes and experiences which differentiate individuals (Victorian Department of Education, 2005).

Summary

Growth, age, spiritual, and generational diversity are realities of life in society and for leaders and managers in the workforce. This chapter discussed generational, spiritual and age related aspects of diversity as they relate to the workplace. This chapter also provided strategies for effectively dealing with age discrimination in the workplace. Furthermore, allowing the workforce to explore and fulfill their spiritual dreams and goals is about flexibility and the creation of a satisfactory work environment.

Discussion Questions

1. What is the definition of “older worker”? At what age is one considered an older worker and why?
2. What is a protected worker when it comes to age? In other words, what does “protected” mean when applied to various dimensions of diversity?
3. What is age discrimination? Discuss examples.
4. Is there age discrimination in today’s workplace?
5. Is age discrimination a product of society, a product of myth, a product of stereotypes, a product of older workers, or simply a product of biases? Discuss.
6. What can managers do to prevent age discrimination?

7. Discuss two examples of firms that are currently benefiting from using older workers.
8. Are older workers more responsible and more ethical? Discuss and provide examples.
9. What are some common benefits associated with hiring older workers in one's firms or department?
10. What is spirituality? How does spirituality relate to diversity in the workplace? Discuss and provide examples.
11. How is "spirituality" different from a specific religion?
12. How can a person be "spiritual" and not necessarily "religious"?
13. How might a person's spirituality lead to increased organizational commitment?

CHAPTER 9

Managing for Diversity in Public Agencies²

Public organizations tend to serve diverse consumers and most often some public agencies are staffed with diverse employees. Yet, one must acknowledge that the public sector in the United States is facing a dramatic number of retirements over the next 20 years. While exact figures are difficult to obtain, it is estimated that nearly three-quarters of the federal government's top executives are now eligible to retire. This same figure is probably reflective of state and local governments as well. Given these projections, how ready is government at all levels to replace this vast numbers of talented and skilled employees that will be leaving the public sector? While this question is daunting enough, the public sector is faced with another challenge that arises from the number of immigrants that will be entering this country in the coming decades. Will the public sector be able to transform itself to be reflective of this rapidly changing population?

A possible indicator of the public sector's transformational ability may be found in government's ability to create a diverse workforce. Knowing the public sector's past performance would help researchers and decision-makers decide if past recruitment and selection practices are sufficient or if new strategies are demanded given the dual challenges of the next two decades. This chapter looks at some of the facts surrounding diversity and how governments can prepare for this dramatic need for future employees. It further discusses how managers and employees can align their behaviors with the expectations of their agencies and departments.

As previously discussed, embracing private and public sector diversity is more than just tolerating people's differences; embracing diversity actually means welcoming and involving different individuals by developing a work atmosphere where it is safe for all employees to contribute to the final mission. Embracing diversity means actively seeking information from people of a variety of backgrounds and cultures in order to develop a broad picture of how to best involve and serve them. Despite sincere efforts on the embracing of diversity in the workplace, some people face discomfort unless all employees can put away their biases and keep an open mind. Diversity is an important aspect of every organization whether it is a private or public entity, states a colleague named Brian Quier (Personal Communication, May 18, 2006). As we discuss diversity challenges among government employees in this chapter, one should remember that public employees may face many challenges as it pertains to the working world. When talking about diversity in the workplace, there are some differences between the private and public sector. Most of the diversity issues are probably the same, but it is how they are handled which can make a difference.

According to Brian Quier, a public sector employee in the United States, individuals who work in government jobs often make careers out of it and maintain a great benefit package. Mr. Quier states that since government jobs are generally looked at for long-term employment, public sector leaders should be aware that a large number of their aging workforce is approaching

² This chapter is co-authored with Terrell G. Manyak, Nova Southeastern University, and Phillip S. Rokicki, Rokicki and Associates, Inc.

retirement. With the high rates of retirements and strategic planning, the government has an opportunity to bring new skills which can change how the government does business. The government will have a chance to compete with the private sector by offering job stability and decent salaries to attract and retain diverse individuals from across the country. However, the government is likely to have difficulty maintaining a balanced demographic profile in the public sector over the next ten years. Since the federal government is the largest employer in the nation with more than 1.8 million employees, it should be the most diversified, but yet it probably isn't at all levels due to the bureaucracy that can make it harder to diversify the workforce in a short span of time. In the public sector, there are many opportunities to move around into different positions for job enrichment and cross-functional training while working for the government. Such flexibility can assist public sector managers in developing and retaining some of the Baby Boomers, who are reaching retirement age, a few more years in their jobs.

Summary

The public sector of the United States is facing dramatic changes in the workplace through retirements and through immigration. How governments at all levels prepare for these challenges will depend in large part on the availability of data. Currently, the data that exists is inconsistent for governments. To correct this deficit, the writers propose a nationwide, standardized collection and publishing of data that allows for easy comparison of diversity statistics. To undertake this task will require the efforts of agencies such as the U.S. Census Bureau or the Bureau of Labor Statistics. The result of a comprehensive data collection process will encourage governments to establish accurate benchmarks by which they and all the citizens can measure progress toward a diverse public employee workplace.

Diversity will come to government in one way or the other. The question will be, "Will government be ready for the complexities of diversity and how will we know if it actually has a diverse workplace?"

Discussion Questions

1. What types of workforce diversity data are you able to find about your local government (select one department or one sector)?
2. Should all governmental units be required to publish annual reports on the Internet that provide statistical information on the status of their workforce diversity and goal achievement?
3. Do government agencies have a special obligation to recruit, develop and promote immigrants to the United States?
4. Should the goal of diversity for each governmental unit be to reflect as closely as possible the composition of the population it serves?
5. Should employers be obligated to include "emotional labor" as a compensable factor to equalize pay between traditionally female and male occupations?
6. Are special programs needed in the public sector to eliminate the "glass-ceilings" and "glass walls" that inhibit career opportunities for women?
7. Do female and minority executives have a special responsibility to promote the careers of other females and minorities in government?
8. Does the public sector have a special obligation to maintain a more diverse workforce than the private sector?
9. What programs could governmental units establish to manage the succession of new executives to fill the places of those who are or soon will be retiring from public service?

10. Will the political demand for recruiting immigrants into the public service inevitably lower the quality of service delivery?
11. Does diversity lead to improved or inferior decision making in the public sector?
12. What should a manager do when his or her personal values are in conflict with the organization's expectations or values? For example, let us say that a person believes that a mother should stay home with her children, should this manager preach this philosophy or personal believe to his/her employees in the workplace? Discuss.

CHAPTER 10

Organizational Learning and Knowledge

Knowledge management is a very important part of each organization's culture as well as each manager's responsibility. Accordingly, this chapter focuses on creating a culture of effectively managing knowledge and learning in today's diverse workplace.

Organizational learning and effective knowledge management practices are a necessity in today's global work environment where information becomes available and obsolete very quickly. Furthermore, managers are expected to have all of the information they need to make effective decisions regardless of whether they work at home or abroad. Yet, today's managers are constantly bombarded with more information than they can effectively absorb in a given day. As such, organizations are required to create organizational cultures where the right information is learned, retained and shared with all relevant parties. Thus, the study of managing knowledge and learning amid continuous change becomes critical. Overall, this chapter provides an overview of organizational culture, learning organizations and offers suggestions for effective knowledge management.

Summary

This chapter has provided sufficient evidence that effective knowledge management is critical to the success of twenty-first century organizations. Knowledge management is an effort to capture or tap into an organization's experience and wisdom and to make them available and useful to everyone in the organization.

The literature provided various perspectives on the emerging enthusiasm for knowledge management programs. Some researchers have supported that while knowledge management is technology based, it is not about computers, and for it to be effective it must be much more. For example, as the high positive correlations between organizational culture and knowledge management strongly suggest, organizational culture may be the "driving force" behind whether or not the organization achieved its objectives. Knowledge is considered to be one of the most important assets in the new economy. As such, it is vital to organizational benefits, such as competitive advantage, growth, and innovation.

The material presented on this topic supports the conclusion that as we move from an industrial era to one of knowledge, responsibility is placed on all national and global managers to better understand knowledge management systems. Studies also make clear that organizational culture should foster the concept that knowledge management is the tool to support an organization's strategic plan. It is evident that the evolution of knowledge management should incorporate technology solutions, content, process and all people involved in the value chain.

Discussion Questions

1. What is learning? Discuss.
2. What is knowledge? Discuss.
3. What is knowledge management? Why is knowledge management necessary in today's environment where most professionals in large firms seem to have access to modern computers, libraries, and people around the globe through various telecommunication technologies?
4. What is a "learning culture" as per your philosophy?
5. What is a learning organization? How does it vary from individual learning? Discuss.
6. How can knowledge management concepts be used to fairly, justly and equally develop people of both genders and all races?
7. Are firms that have diverse employees better off than firms that have a homogenous workforce? Discuss your thoughts and provide examples.
8. What can firms do to effectively manage the knowledge of their diverse staff?
9. Discuss one learning organization that seems to do a good job in the area of knowledge management? What makes them effective?
10. Create a list of some specific ways to make sure there is equal access to knowledge for everyone in the organization regardless of his or her gender, race, disability, age, etc.

CHAPTER 11

Power and Leadership

Successful leaders understand the skills of leadership, collaboration and teamwork with diverse employees, colleagues, suppliers, and customers to remain competitive. Using the concepts of leadership and “*Diversituation*” to effectively influence others, the chapter recommends using the skills of situational management and leadership with employees of diverse cultures and characteristics to help them develop progressively for more assignments and projects. So, effective diversity management requires understanding situational leadership styles and skills to gain power which can be used toward progressively influencing and developing others as per their level of readiness. While the diversity demographics discussed in this chapter may not necessarily be true of other economy’s workforce, any country can benefit from the leadership and diversity management principles discussed in order to retain diverse teams that can quickly and effectively respond to today’s diverse and complex global business challenges.

Summary

The value of human capital will always be associated with power and influence. French and Raven concluded there were five significant power bases used to move people from one area to another. Over time, additional power bases were framed by other scientists. Influence is the mode by which the follower moves from one area to another, and Kipnis and Schmidt noted nine different variations of usable tactics to pull it all together. The situational leadership concept clearly integrates the use of power and influence in follower readiness. Leaders diagnose the readiness level of the follower, apply the proper leadership style, choose their power base and finally their mode of influence to move followers to different levels of achievement. These three prongs of behavioral science culminate in a system of motivation that can be used in any situation, by any person, and at any age. These elements permeate society and offer keys to effective management and high performance in any environment. Because this system is user friendly, it can be effective in all areas of life. Various types of power and influence are available to people at all socio-economic levels, and not limited by gender or age. It can be used for good, evil, progress, or growth retardation. Power and influence are available to all people, but how they choose to use it, is their most important decision.

Leaders are responsible for understanding similarities and differences, and utilizing policies and procedures to promote harmony in the workplace. *Diversituation* represents diversity management combined with situational leadership. Followers are analyzed and diagnosed based on their skills and readiness levels to perform the task. This readiness level is addressed through applying the appropriate leadership style. Finally, communicating should mirror the leadership style while reflecting cultural intelligence. Leaders should take the time to know their followers’ needs, wants, desires, beliefs, and values. Cultural awareness and sensitivity effectively integrated with situational leadership skills can enhance a leader’s personal power, and improve team

productivity in any economy or workplace. Such skills and capacity development of people in both the public and private sector of a country can go a long way in strengthening the government and preparing the culture for effectively reaping the benefits of a market-based economy.

Every professional has an obligation to make a positive impact on the lives of his or her colleagues and others in the community, the country, and possibly the world. This life is too short to let it go without making a positive difference in the life of at least one person who needs it most. Diversity management and championing fair treatment of all individuals is a great way to achieve this objective. Effective diversity managers and leaders are consistent and “walk their talk.” Mahatma Gandhi, as stated earlier in the book, is quoted as having said that "Happiness is when what you think, what you say, and what you do are in harmony." Therefore, when it comes to diversity management, it is hoped that there is harmony in your thoughts (head), feelings (heart), and actions (habits).

Discussion Questions

1. What is power and how does it relate to diversity?
2. What are the best sources of power for influencing employees?
3. How is personal power different from positional power? Which should be used when and why?
4. What is situational leadership?
5. What are the various styles of situational leadership that professionals can use in the workplace to positively influence their employees toward high productivity?
6. How can professionals assess a person's readiness level for more responsibility or usage of different leadership styles?
7. What leadership styles are best when working with employees from developed nations versus employees in third world countries? Discuss and explain.
8. What are some uses for assessment of an employee's “readiness” level? In other words, what can a leader do once he or she knows the employee's readiness level? Discuss examples.
9. What is “diversituation” and how can it create an awareness of diversity related concerns?
10. Can the application of situational leadership concepts keep managers focused on the developmental needs of the employee rather than their own preconceived stereotypes and biases about the person?

CHAPTER 12

Gender and Management Hierarchy

Women throughout the world tend to face certain biases, stereotypes, and the glass ceiling in the workplace as they attempt to reach higher in the hierarchy of management. This chapter discusses gender differences as well as some of the challenges and possible means of combating various discriminatory practices that women face in the workplace. The author emphasizes coaching as one solution for women, minorities, and underachievers of all backgrounds. Coaching is a process that takes time, practice, planning, and collaboration with the employee. It is hypothesized that small successes lead to huge results, and underachievers can eventually have the self-confidence to achieve high level organizational goals, as well as significant personal achievements through effective coaching and fair development and promotion opportunities.

Summary

Women, like most other minorities in the United States, continue to face many biases, stereotypes, and the glass ceiling in the workplace. This chapter discussed some of the challenges and possible means of combating these types of challenges. Perhaps managers can consider coaching as one solution for assisting women and minorities in the workplace. Coaching is more than a job; it is a relationship between two committed people dedicated to the same goals of growth and development. Whether female, Hispanic or from “outer space,” the foundation of the coaching process is established with trust, collaboration, and high levels of interpersonal communication. Using a variation of processes and techniques, managers can help underachievers determine what is important to them and what emotions and cultural norms may be holding them back from progress. It is not a process that occurs overnight, but one that takes time and commitment.

Discussion Questions

1. Are there management and leadership differences in styles based on one’s gender?
2. How are men different from women in terms of how they approach teamwork and management?
3. Men and women are different. What do men need to know about women? What do women need to know about men?
4. What is coaching and how can it be used to develop employees in the workplace?
5. Are women more ethical than men? Discuss your thoughts and reasons.
6. What can managers do to provide female employees equal and/or more opportunities so they can reach their full potential?

7. Can men and women reach the top ranks of management using similar strategies? Discuss your thoughts, suggestions, and explanations.
8. Daspro's (2004) article looked at a woman's capability to complete an international assignment. The first question that would be of interest to pose is: A) if given the choice to choose a female or a male for an expatriate international assignment, which one would you choose? B) The second question would tie directly to the first in that why would you choose that specific gender? C) Another question for critical evaluation would be that of considering the many "excuses" or reasons that some employers give for not sending qualified females on international assignments, how viable do you find their thought of reasoning? D) While women having been fighting for equal rights in the workplace and other places for many years now, why are so many women still earning less than their male counterparts?

CHAPTER 13

Teamwork and Synergy

*T*eams and teamwork are essential realities of developing a competitive advantage through a diverse workforce in the twenty-first century work environment. Teamwork and the synergy in each organization can bring about more efficiency and productivity in solving complex problems and being responsive to the needs of customers. This chapter discusses teams, teamwork and teambuilding skills to create efficiency, productivity, and a committed workforce.

While all functions of management are critical for productivity and efficiency, one indirect yet important function of managers is the building and organization of effective teams. High performing teams are made up of diverse members that make work fun and show camaraderie, and they can greatly enhance the long-term value of any department, organization, industry, and country. According to experts, high performing teams bring “talent,” “difference,” and “variety” to the mix, which, when managed effectively, can set the ground for creating a unique competitive advantage for an organization.

Summary

When diverse teams are working well, they create synergy by having multiple people with different skills and abilities, and converge on a specific problem or opportunity. Maximizing synergy gives the organization the opportunity to accomplish more with the same number of people.

It is the leader’s responsibility to build a cohesive, productive, and healthy team through effective communication with them. By creating and sharing a long term vision, a leader begins to nurture a strong commitment to a common approach. Purposeful teams and exceptional performance are inseparable; a leader cannot always have one without the other. Teamwork represents a sense of shared values and beliefs that are encouraging to its members. It fosters open and healthy communication and active listening while providing support. It can promote continuous learning and development and holds members accountable for results. Teamwork promotes collaboration, cohesiveness, commitment, and recognizes achievement. Value-driven teams advocate both individual and collective performance. High performing teams often exceed an organization’s expectations, setting them apart from other work groups. The very essence of teamwork is discovered in the shared commitment by members to care more about one another than for themselves, while respecting each other’s differences as well as meeting and exceeding expectations.

Discussion Questions

1. What is a team?
2. What is teamwork?

3. What are the benefits of a diverse team when compared to a homogenous team?
4. What is synergy?
5. What are some common skills that team members need to become effective members of a team?
6. Why are interpersonal skills important for team members?

CHAPTER 14

Listening and Conflict Management Skills

Effectively resolving employee and interpersonal conflicts through proper communication are an important and mission-critical aspect of a manager's responsibilities. Effective managers are always focused on a balance of concern for people and production. As such, besides resolving conflicts, effective managers are performance-focused and developmental in their leadership and management styles as they are first and foremost concerned about the well-being and success of their employees. Besides appropriate diversity training and employee development practices, managers work toward first understanding and coaching employees in the "right" direction to meet acceptable professional and performance standards in the workplace. Furthermore, managers need to understand conflict and their own conflict management styles in order to discipline employees when needed and to develop an effective high-performing team in the department. The chapter emphasizes communication, listening, conflict management, and employee discipline as important aspects of effectively working with a diverse population.

Summary

Human beings have communicated for thousands of years; yet miscommunications seem to happen despite so much experience with it. Most people agree that communication skills are extremely important, especially for a diverse workforce and their effective management. The chapter stated that effective communication is the process of exchanging information in ways that ensure a mutual understanding of content and feelings; this includes being understood and heard. This chapter described listening and detailed the skills of empathic listening for effective communication with one's family members, friends, as well as one's colleagues in a diverse workforce. This chapter also offered suggestions and steps for effectively dealing with conflict in a diverse work environment through coaching and a fair discipline process.

Managers who are performance-focused and developmental in their management styles characteristically are usually concerned about the well-being and success of their employees. Effective managers attempt to avoid negative conflict through effective leadership and interpersonal skills. Furthermore, these managers understand the realities of conflict in a diverse organization and use appropriate conflict management styles in order to develop an effective team in the department.

Discussion Questions

1. What is effective communication? How is "effective communication" different from "communication"?
2. What is listening? How is listening different from hearing?
3. What are some common barriers to listening? How can one overcome such barriers in order to listen effectively?

4. What is empathic listening?
5. What are some techniques or listening leads that can be used when one is listening empathically?
6. Try the skill of empathic listening with four friends and colleagues; document your results. Also, try this technique with people that you do not know and document the results.
7. Is empathic listening easy, difficult, natural, or does it require conscious focus? Describe your thoughts as per your experience with your colleagues, family members, people you meet for the first time, and professionals in the community.
8. What are some common causes of conflict in a diverse workforce?
9. What is conflict? What is conflict management?
10. What are some best methods of managing conflict in the international arena?
11. What is an effective employee discipline process?
12. How can managers best use the “discipline without management” process to develop their employees? Have you seen managers use such a process effectively? If so, discuss.

CHAPTER 15

Training Programs: Preparation and Evaluation

*T*raining programs in the areas of teamwork, communication, diversity awareness, cultural competency, conflict management, and other such topics can enhance a diverse team's ability to get along and synergize. Upon attending a training workshop on diversity management, Bahaudin felt as though most of the participants did not get much out of it. Some of the participants were left feeling confused and most of them felt it was unrealistic for the company and the facilitators to expect them to absorb so much legal information in a short period of time. Many of the participants did not have a good understanding of the material and they were not sold on the ideas and concepts. The trainers were asked why they were rushing through the material as fast as they did without checking for understanding or reinforcement of the concepts. They responded by passing the responsibility onto the company officials who supposedly did not give them sufficient time or money to conduct the training in a more effective and participant-centered manner. They felt pressured to pass on all the pre-planned material to the participants and assumed the rest was not their responsibility. Contrary to the beliefs of a few individuals, almost all trainers and educators agree that assessment of participant's understanding and comprehension of the material is their responsibility.

This chapter³ focuses on the need for assessment of learning, evaluation of training programs, and techniques that facilitators can use to make their diversity training innovative and more effective. Trainers should focus on influencing the learner's thoughts (head), the learner's feelings (heart), and each learner's behaviors (habits). The more techniques and strategies that trainers can use to impact the head, heart and habits of the audience, the more effective the session is likely to be in terms of the learner's participation with the activities, involvement with the exercises and long-term retention and application of the concepts presented. This chapter also emphasizes relevant concepts, thoughts and techniques that trainers can use in all their educational activities to increase the audience's involvement as well as their long-term retention and application of the training objectives.

Summary

Training is an important activity as it can increase a learner's knowledge, the person's productivity and change his or her behavior in the workplace. This chapter focused on the need for assessment of learning, evaluation of training programs, and techniques that facilitators can use to make their training more effective. Trainers should focus on influencing the learner's thoughts (head), the learner's feelings (heart), and each learner's behaviors (habits) for long-term retention and application of the material. The more techniques and strategies that trainers can use to impact the head, heart and habits of the audience, the more effective the session is likely to be

³ - This chapter is co-authored with Donovan A. McFarlane, St. Thomas University.

in terms of the learner's participation with the activities, involvement with the exercises and long-term retention and workplace application of the concepts presented.

Discussion Questions

1. Have you ever attended a diversity training program or any other training program that you thought was a "waste of time"? What could have the facilitators done differently to make sure the workshop was more effective? Discuss.
2. What is assessment? What can trainers do to effectively assess their workshops and training programs?
3. What is learning and how can a workshop result in learning? How would one know that learning has taken place? Discuss.
4. What are some innovative training techniques that you have seen in the last few years? What made them innovative?
5. Discuss two techniques that trainers and facilitators can use to involve the learners.
6. What should a diversity training program include? Discuss the content and how it could be assessed.
7. Can organizations use mentoring and coaching programs to bring about behavioral changes in their new employees? Discuss and provide examples.
8. Discuss and describe specific examples of the four levels of evaluation that are described by Kirkpatrick and Kirkpatrick.
9. What can trainers do to assess the reaction of workshop participants? Discuss.
10. There are many firms and organizations with comprehensive and documented diversity programs. Several of the companies that offer comprehensive diversity program include Publix Super Markets, American Express, Bank of America, Coca Cola, Allstate, Deloitte & Touche, Cracker Barrel, and Denny's Restaurants. Some of these companies created these programs proactively and some created them reactively to make sure their people are treated with respect and dignity. Go to these companies' corporate offices or Internet websites and see what unique programs they have for diversity initiatives and trainings. Document your findings.
11. Using the training model presented, design a training program for a specific aspect of diversity. The training program could be two hours, four hours, one day, or several days as per the needs of the audience. Provide an outline of the topics that must be covered and then discuss each step in the design process.

CHAPTER 16

Diversity: the Engine for Success

Employee discipline, terminations and retention are facts of life in both homogeneous and heterogeneous places of work. However, these processes do not have to be negative as they can be objectively used for an employee's developmental needs. Similarly, terminating employees, who are not the right match for the job, are very important elements of organizational capacity building as well as a manager's responsibility in the institution. Managers, who are performance-focused and developmental in their leadership and management styles, usually are concerned about the well-being and success of their employees. They attempt to avoid employee termination, discipline, and discharge by recruiting and retaining the right individuals from the outset, while developing and assisting them to achieve the stated objectives through situational leadership styles and appropriate management skills. Along with appropriate interviewing, hiring, and training practices, managers also need to learn effective skills for coaching employee performance to retain successful and committed employees. This chapter provides a summary of diversity concepts, an overview of diversity philosophy, and the science of employee success and retention.

Summary

Leading, managing, developing, and retaining employees are realities of life in all organizations, and they are all very important elements of a manager's responsibility and his or her level of success in the workplace. Effective managers attempt to avoid employee termination, discipline, and discharge by recruiting and retaining the right individuals from the outset. Furthermore, they develop and assist employees to achieve the stated objectives through effective leadership and diversity management skills. Effective managers are always concerned about the creation of an inclusive workplace

and the progressive development of their employees; thus they utilize a standardized performance management processes when expectations and standards are not going as desired. Coretta Scott King, civil rights leader, said "It doesn't matter how strong your opinions are. If you don't use your power for positive change you are, indeed, part of the problem." Keep in mind that as an effective manager and an advocate of an inclusive workplace, "It is literally true that you can succeed best and quickest by helping others to succeed," said Napoleon Hill.

Effective managers and professionals work strategically to make sure all their employees are as successful as they would like to be based upon each employee's qualifications, goals, abilities, and competencies. Effective managers are enablers and empower their people to make great contributions. Furthermore, effective managers and leaders of a diverse workforce are open-minded and continuous learners themselves. Remember, as stated by Michael E. Gerber, "The difference between great people and everyone else is that great people create their lives actively, while everyone else is created by their lives, passively waiting to see where life takes them next. The difference between the two is the difference between living fully and just existing." While society's ills, biases and discriminatory practices must be reduced or eliminated, one should also be active and take personal responsibility for creating the life one has envisioned for him or herself. So, go out there and live a full life for yourself, your family, and your friends and colleagues in a fair and fruitful way.

Private institutions, academics, governments, and communities are now recognizing the necessity of valuing diversity to remain competitive in today's complex global world. Since the current workforce is indeed demographically diverse, leadership and management techniques of inclusion are imperative. Creating an inclusive environment (and eliminating the exclusive world of bias and stereotypes) is necessary for an effective learning environment with all employees. As a role model for current and future leaders and managers, you must create an inclusive working environment and educate all of your followers/peers in this direction as well.

Leaders and managers need to understand that valuing diversity requires the creation of an open, supportive, and responsive environment where differences are accepted, valued, and managed effectively toward organizational learning and synergy. Creating such an open atmosphere is the responsibility of the leader and each professional. Valuing diversity means the management of a group of people with differences so that all individuals perform at their maximum potential for the achievement of organizational goals by using their unique skills, competencies, and talents. "For remember, my friend, the son of a shepherd who possesses knowledge is of greater worth to a nation than the heir to the throne if he be ignorant. Knowledge is your true

patent of nobility, no matter who your father or what your race may be" (Kahlil Gibran, 20th-century Syrian-American mystic poet and painter; "The Words of the Master," viii, in *The Treasured Writings*, 1980).

It is best to realize that there are many things that people can worry about, but one should focus only on those things that one can actually do something about. Always remember that there are two forms of worries in this world; the first are those worries and concerns that you can do something about, and the second are those that you cannot really influence or change. The key to success is to not spend too much time on the latter and focus on those worries and concerns that are within your control or circle of influence. As Stephen Covey in 1989 emphasized, highly effective people focus on their circle of influence. *Circle of influence* includes things, situations or circumstances over which you have direct or indirect control or influence. *Circle of concern*, on the other hand, includes those things, situations or circumstances over which you have no control or influence. In other words, your decisions or choices do not affect or change things that are in your circle of concern. So, separate your worries and work on those things that fall within your circle of influence. Remember the "Serenity Prayer" which states that "God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know one from the other."

As human beings, it is always best to keep hope alive for a better future as writer Helen Keller said "Optimism is the faith that leads to achievement; nothing can be done without hope and confidence." Vaclav Havel, writer and President of the Czech Republic, said that "Hope is a state of mind, not of the world; hope, in this deep and powerful sense, is not the same as joy that things are going well, or willingness to invest in enterprises that are obviously heading for success, but rather an ability to work for something because it is good." Hope requires patience, persistence and goal-oriented action as stated by Frank Tibolt, author, "We should be taught not to wait for inspiration to start a thing; action always generates inspiration; inspiration seldom generates action." With regard to persistency and sticking with one's goals, know that "The great thing and the hard thing is to stick to things when you have outlived the first interest, and not yet got the second, which comes with a sort of mastery" said Janet Erskine Stuart, educator and writer. Abraham Lincoln, former U.S. President, stated that "You can have anything you want -- if you want it badly enough; you can be anything you want to be, do anything you set out to accomplish if you hold to that desire with singleness of purpose." So, stick to your dreams and goals while remaining flexible to learn and adjust as appropriate in getting there. Author H.G. Wells said, "I see knowledge increasing and human power increasing; I see ever-increasing possibilities before life, and I see no limits set to it at all; existence impresses me as a perpetual dawn; and our lives, as I

apprehend, are great in expectations." Part of success in life is about knowledge acquisition, knowledge generation, and experience as "Experience shows that success is due less to ability than to zeal; the winner is he who gives himself to his work body and soul," said Charles Buxton, author. Confucius said that you should "Acquire new knowledge whilst thinking over the old, and you may become a teacher of others."

Try new things, take calculated risks, and continue in the road of your dreams. John Glenn, astronaut and U.S. Senator, said that "People are afraid of the future, of the unknown; if a man faces up to it and takes the dare of the future he can have some control over his destiny." So, be persistent and always remember to "Work joyfully and peacefully, knowing that right thoughts and right efforts will inevitably bring about right results," said James Allen, novelist. When things are not clear, ask the right questions and remember that you don't have to always have the answers. Rudyard Kipling, writer, said that "I keep six honest serving-men (They taught me all I knew), their names are What and Why and When and How and Where and Who." Using these six "honest serving-men," explore and continue working toward your dreams and aspirations. Dr. David M. Burns, author, encourages us to always "Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life."

Charles Dickens, author, once stated "I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time." Despite good habits and careful planning, know that human beings are bound to make mistakes which can lead to learning. Wang Yang-Ming, philosopher, writes that "The sages do not consider that making no mistakes is a blessing; they believe, rather, that the great virtue of man lies in his ability to correct his mistakes and continually make a new man of himself." Without taking chances, trying new things or attempting the impossible, one may not always be able to make a positive difference. Tom Peters, author and management guru, states that "Unless you walk out into the unknown, the odds of making a profound difference are pretty low." People make mistakes, but people always make many good contributions and one should remember and celebrate these successes. David Niven, actor and author, states that:

"Which is more important, good or bad? Regardless of which you consider to be the right answer, bad is often the bigger part of our thoughts. The traffic jam that bogs down our day stays in our thoughts longer than the open road that sped us on our way. The rude clerk is memorable long after the nice clerk is forgotten. Remind yourself to

see the good, to think about the good, to remember the good. The good is out there just as much as the bad, but we are often prone to miss it."

So, decide to look for the good, to be positive, and to try new things in hopes of creating a better world and leaving the world better than you found it. When it comes to decision-making, author and minister Robert H. Schuller tells us to "Never cut a tree down in the wintertime; never make a negative decision in the low time; never make your most important decisions when you are in your worst moods; wait; be patient; the storm will pass and the spring will come." With each season, change and adapt as needed and try to see its positive side. Author Thomas Crum suggests that "Instead of seeing the rug being pulled from under us, we can learn to dance on a shifting carpet." Norman Vincent Peale, author and minister, states that "Any fact facing us is not as important as our attitude toward it, for that determines our success or failure." Of course, having a positive attitude and planning proactively can make a great difference in the achievement of one's dreams and goals. Richard I. Winword writes that "Life offers two great gifts --time, and the ability to choose how we spend it; planning is a process of choosing among those many options; if we do not choose to plan, then we choose to have others plan for us." So, create your immediate personal goals, envision your contributions to the society, plan for yourself, and continue on the road to success.

Above all, keep your eyes and mind open since such activities can increase your knowledge, wisdom, productivity, and enhance your behavioral contributions to the society. As an effective manager, professional or leader in your field, you should consciously focus on your thoughts, on your feelings, and on your behaviors as they can make a huge difference to you, your family, your colleagues, your profession, and this world. Think positively and be positive; have a clear vision of your future and this world, then take one step at a time toward making it come true. Dr. Deepak Chopra, medical doctor and author, once said that "The way you think, the way you behave, the way you eat, can influence your life by 30 to 50 years." One could further say that the way human beings think and behave can influence the lives of many others for hundreds of years and several generations to come. As stated by Lee Iacocca, "No matter what you've done for yourself or for humanity, if you can't look back on having given love and attention to your own family, what have you really accomplished?" The goal should be to make a positive impact on individuals around you and thereby to society. Such an impact can be seen from the thoughts, feelings and behaviors of thousands of individuals including Mother Teresa, Mahatma Gandhi, Dr. Martin Luther King, Jr., and many others around the world. So, determine what your identity and contributions to this

society will be and make these dreams and goals a part of your thoughts, feelings and behaviors.

Discussion Questions

1. What is employee retention? Why would employee retention be important in today's workplace? Discuss.
2. Why are employees terminated? What are some of the common reasons for employee terminations? Discuss some common examples or reasons.
3. What are some common reasons for why firms cannot retain a qualified diverse workforce? Why do employees leave organizations for better organizations?
4. Can there be a relationship between stereotypes and negative employee performance appraisals? Discuss.
5. What can managers do to make sure their personal biases and stereotypes are not impacting the employee's performance appraisal process?
6. Have you ever seen managers or heard of managers who have terminated an employee in a totally wrong manner as the manager allowed his or her emotions to drive the decision? Discuss your personal examples. What could have been done to terminate the employee in a dignified and respectful manner?
7. What can a firm's managers do to respect all of their employees from the beginning (hiring) to the end (retirement or dismissal)?
8. What are some strategies that firms have used or can use to attract, hire, develop, and retain a highly qualified diverse workforce? Discuss actual examples.
9. How is diversity related to internationalization and globalization? Discuss recent examples.
10. How is diversity related to religion, competition, and democracy?
11. Discuss the future of diversity and this world! Present your thoughts and your philosophy regarding diversity.

