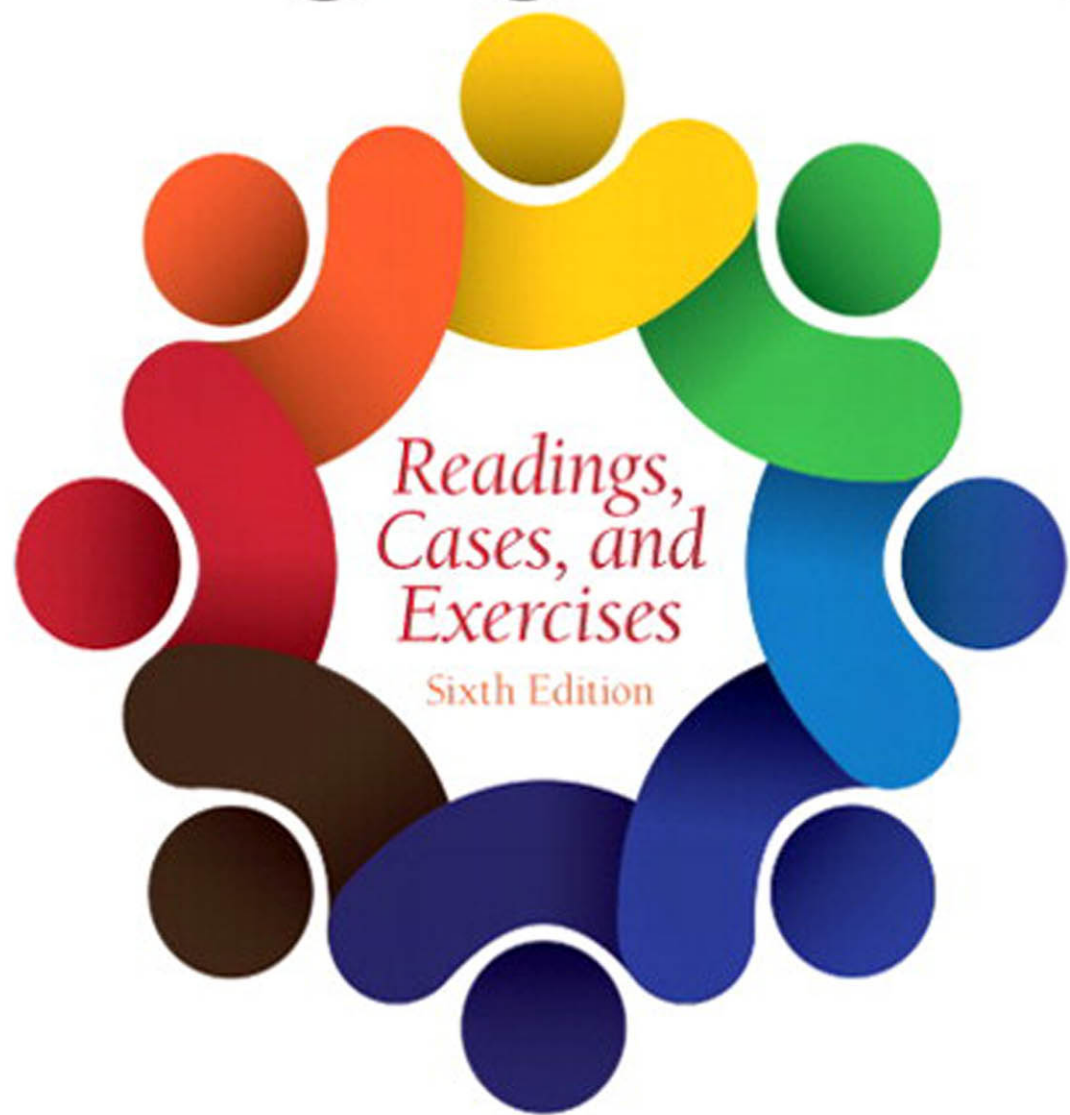


Understanding and Managing Diversity



*Readings,
Cases, and
Exercises*

Sixth Edition

CAROL P. HARVEY | M. JUNE ALLARD

Sixth Edition

**UNDERSTANDING AND
MANAGING DIVERSITY**

READINGS, CASES, AND EXERCISES

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Sixth Edition

UNDERSTANDING AND MANAGING DIVERSITY

READINGS, CASES, AND EXERCISES

Carol P. Harvey

Assumption College, Professor Emerita

Suffolk University

M. June Allard

Assumption College

Worcester State University, Professor Emerita

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From Carol: This book is dedicated to my family: Steve, Kevin, Toni, David, Krista, and the marvelous Maeve. I could not have done this project without their support.

From June: This book is dedicated to the late Roosevelt Thomas, Jr., whose dedication to diversity has been an inspiration.

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PREFACE

Much has changed since we started writing diversity textbooks. Today, overt discrimination has become less acceptable. There is more awareness of the impact of multiple social identities. There is more realization now that organizations must change the way they manage their employees to maximize the advantages that diversity can bring to the workplace in a challenging global economy, if they are to benefit from the richness of a diverse and productive workforce.

However, as Equal Employment Opportunity Commission (EEOC) claims and recent lawsuits substantiate, there is still considerable workplace discrimination and harassment. As the workplace becomes more diverse because of demographic shifts, immigration, and global business, there is an increasing need to understand that workers are not all alike and are far less willing to assimilate than in the past. In a highly competitive marketplace, organizations need to manage in ways that promote a feeling of inclusion in order to tap into all the creativity and talent that diversity has the potential to contribute. This is why we write these books.

FOCUS OF THE SIXTH EDITION

We see **diversity**, the ways we differ that may affect our organizational experiences, as a change process that occurs on three levels: the individual, the social identity group level, and the organizational level. Beginning the study of diversity requires that each of us take an introspective look at our beliefs and our own socialization. While most people will deny that they have any prejudices at all, that is simply not the reality. Although it is often an unconscious process, it is quite natural to tend to favor some people over others. We do feel more at ease with some people and less comfortable with others. Once we realize that others may experience the world differently, we need to be open to learning about others' social identities. It is not always easy to understand what a difference race, gender, physical abilities, religion, appearance, and sexual identity may make in other people's lives. Lastly, we examine and evaluate what organizations are doing or not doing to manage the needs of today's diverse workforce. Are they maximizing productivity and minimizing conflict? Are they working toward inclusion by tapping into the potential of their diverse workers?

Because of space constraints, focus of this text is primarily on North American diversity. However, we are well aware that global diversity is an important topic. So, we have added a *Global Notes* feature to incorporate some international perspectives on diversity issues.

NEW IN THE SIXTH EDITION

Ever responsive to the constant changes in workplace diversity, the proliferation of online education, the growth of global business, feedback from our reviewers, and the 2013 revision of AACSB business accreditation standards, we have incorporated many pedagogical and topical changes into this edition. However, we have retained our interdisciplinary approach to diversity with contributions from experts in management, psychology, economics, sociology, law, and business.

New content features include:

- ***New cases that illustrate today's important diversity issues:*** Six Sigma (work-life balance), Joy's Dilemma (bullying), Professor on Wheels (physical challenge), Chick-fil-A (sexual

orientation, ethics, and law), Ocean Spray (the business case for diversity), the U.S. Air Force in Central America (intercultural communication), and When Women Do Lead (gender harassment). Additional cases are available in the Instructor's Manual.

- **Three capstone assignments—complete with grading rubrics:** A case writing research project, the production of a diversity video, and the diversity audit assignments provide a broader selection of capstone course assignments.
- **New material, significant revisions, and updates:** In addition to new cases, articles, and exercises we have substantially revised and updated 14 articles and 5 exercises and added many additional Points of Law, Diversity on the Web, Writing Assignment, and Best Practices boxes.

New pedagogical features include:

- **Global Notes**—which illustrate diversity issues in an international context.
- **Rubrics**—for evaluating all of the capstone assignments.
- **Linkages for Active Learning**—an integrated approach to the organization of the book that begins each section with an expanded introduction followed by an interactive exercise. Laws are placed within the context of their relevant topics. Each section concludes with a major case and integrative questions that synthesize readings and encourage critical thinking.
- **Did You Know ...?**—introductory features to capture students' interest.

ORGANIZATION OF THE TEXT

This edition is organized into seven main sections. To provide additional linkages for learning, articles are placed with the exercises and cases that illustrate their topics.

Building the Foundation for Understanding Diversity

Section I—Provides students with a foundation for the course. The goals here are to illustrate that diversity is still a workplace issue in the twenty-first century by providing students with basic information by challenging them to examine their own beliefs about differences.

Primary and Secondary Diversity

Sections II and III—Focus on understanding the primary dimensions of diversity: race, ethnicity, gender, age, physical/mental challenges, and sexual orientation.

Section IV—Covers secondary aspects of diversity, such as social class, religion, appearance/weight, communication/first language, and the military experience.

Managing Diversity: Ethical, Legal, Media, and Marketing Issues

Section V—Explores contextual elements that impact diversity such as ethics, the laws in the United States and Canada, the media, and marketing opportunities.

Managing Organizational Change and Diversity: Current Issues

Section VI—Focuses on what organizations can do to improve the ways that they manage diversity and covers emerging issues. Topics include diversity leadership, employee

resource groups, mentoring, flexible work arrangements, training, social responsibility, diversity awards, marketing opportunities, work-life balance, the flexible workplace, bullying, and the business case for diversity.

Section VII—Features three capstone assignments with grading rubrics that provide students with opportunities to synthesize their learning.

THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS (AACSB)

In accordance with AACSB's 2013 academic standards that require accredited institutions to demonstrate that diversity is included in their programs in a manner consistent with their individual missions and cultural contexts, our structure and format allow instructors to easily customize the diversity components of their courses according to their individual needs. In keeping with AACSB's focus on assurance of learning, in this edition we have included learning goals at the beginning of each section of the book, integrative questions at the end of each section, and goals for individual articles in the Instructor's Manual, as well as capstone course assignments complete with grading rubrics.

FACULTY RESOURCES

The materials listed below are available online in a downloadable digital format at <http://www.pearsonhighered.com/educator>.

- ***Instructor's Manual***—This extensive resource features course, article, and case outlines, case teaching notes, pedagogical tips, answers to discussion questions, extra cases, assessment materials, and tips for teaching with film.
- ***PowerPoint Slides***—These are available at <http://www.pearsonhighered.com/educator>

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ABOUT THE AUTHORS

Carol P. Harvey, EdD, is *Professor Emerita* from Assumption College where she was the former Chair of the Business Studies Department and Director of the MBA program. She received her EdD from the University of Massachusetts, Amherst, her MBA and CAGS from Northeastern University, and an MA in Psychology from Assumption College. Formerly employed as a manager at the Xerox Corporation, she is currently teaching leadership and organizational behavior at Suffolk University in Boston, and is teaching Diversity in Organizations online for the University of Southern Maine.

Dr. Harvey received the 2011 ALANA faculty award from Assumption College, is the co-recipient of the Roethlisburger award for the best article published in 2002 in the *Journal of Management Education* from the Organizational Behavior Teaching Society, and received a volunteer of the year award for her mentoring of female entrepreneurs from the Center for Women in Enterprise. She can be reached at charvey@assumption.edu or coolidgeroad@verizon.net.

M. June Allard, PhD, is *Professor Emerita* from Worcester State University where she served as Chair of the Psychology and the Social and Behavioral Science departments. She holds a PhD from Michigan State University in Social Psychology with a specialization in cross-cultural research. She is the recipient of nine national fellowships, numerous Distinguished Service and Outstanding Teaching awards, and is listed in numerous national and international directories of scientists and women leaders.

Dr. Allard has conducted academic program reviews and evaluations for over 30 years and is a recognized expert in this field. She currently maintains a consulting practice, designing and conducting research and project evaluations. Formerly employed as a senior scientist in the research and development industry in Washington, D.C., she has directed a wide range of projects on government contracts in industry as well as in university research institutes.

She has been a site visitor for the New England Association of Schools and Colleges for collegiate accreditation and on the doctoral Accreditation Visiting Committee for the American Psychological Association (APA), as well as a member of the APA Departmental Consulting Service. Dr. Allard has lectured on program evaluation in over a dozen different countries (jallard1833@yahoo.com).

Please feel free to contact us at any time to share ideas and resources for teaching about diversity in the workplace.

Always,
Carol P. Harvey & M. June Allard

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Understanding Workplace Diversity: Where Have We Been and Where Are We Going?

Carol P. Harvey
*Suffolk University,
Assumption College, Professor Emerita*

Although there is little agreement on the definition, we have chosen to define **diversity** as the ways in which people differ that may affect their organizational experiences in terms of performance, motivation, communication, and inclusion. Our definition is broad enough to recognize the impact of multiple dimensions of diversity and the ever-changing categories of group memberships that matter to people. To understand where diversity management is today, it is necessary to examine where it has been.

THE HISTORICAL CONTEXT OF WORKPLACE DIVERSITY—THE EARLY YEARS (1960s AND 1970s)

We have been writing about diversity for almost twenty years and in that timeframe much has changed. Historically, the United States has always had a diverse population due to its heritage of immigration, slavery, and religious freedom. However, in the 1960s, early civil rights legislation (see Points of Law) became a catalyst for workplace change. The initial focus was on “righting the wrongs” experienced by people with visible differences, particularly race and gender. During this period, there was much confusion about how to accomplish this goal, especially in terms of the Executive Orders that required Affirmative Action plans. Because responsibility for diversity often resided in Human Resources departments that had minimal power to initiate change, most

diversity training focused on how to avoid lawsuits. This approach often led to hiring unqualified workers to fulfill what was interpreted as a “quota” of women and minorities. At times, people were hired or promoted simply because of their race or gender which set them up for failure. Even when qualified women and people of color were selected, they were often expected to behave, dress, and talk like white men. The analogy often used then was that of a “melting pot” where everyone was expected to blend into the organization and minimize their differences. This led to poor morale, job turnover, and even backlash against the very groups the legislation was designed to benefit.

THE VALUING DIVERSITY ERA—(1980s AND 1990s)

In 1987, The Hudson Institute published a landmark study, *Workforce 2000: Work and Workers for the Twenty-First Century* (Johnson & Packer). This report analyzed the population trends and projected the growth of nonwhites, women, and older employees in the workforce, and anticipated the expansion of global business. The authors stated that by 2000 the net newcomers to the U.S. workforce would be primarily women and racial minorities. While the need to understand diverse perspectives was increasing, many managers struggled to do it effectively. The reality was that the workplace was becoming more diverse in terms of not just race and gender but also age, ethnicity, people with physical challenges, and so on. Training tended to focus on identifying differences between groups, which were often generalizations that failed to recognize that people hold multiple group identities, some more important to them than others.

Diversity theorists responded to these changes. Organizations began to realize that workforce differences could potentially offer business advantages and that differences were far broader



Points of Law

Early U.S. Federal Equal Employment Opportunity Laws

Equal Pay Act (1963)—Males and females must receive the same salary for jobs that require equal skill, effort and responsibility.

Civil Rights Act (1964)—Prohibits discrimination in employment in terms of hiring, promotion, firing, etc. on the basis of race, sex, national origin, religion and color.

Executive Orders, 10925, 11246, and 11375 (1961 and 1965)—Required organizations that accept federal funds and/or have federal contracts to submit a written Affirmative Action plan. The plans were intended to demonstrate that the organization was making progress in the hiring and promotion of people from groups that had been previously discriminated against in the past.

Age Discrimination in Employment Act (1974)—Protects workers over forty years of age from discrimination in terms of hiring, firing, promotion, benefits, training and pay.

than just race and gender. In 1991, an article by Cox and Blake explained, but did not validate, six ways that organizations could make diversity a competitive advantage by:

- reducing the turnover costs
- attracting the best talent from diverse groups
- creating a marketing advantage in global business
- improving creative thinking by having input from diverse perspectives
- improving the quality of business decisions
- increasing systems flexibility by developing new policies and procedures and ways of leading.

To their credit, the authors also cautioned that moving from a homogeneous to a heterogeneous workplace required significant organizational changes such as support from top management in terms of diversity training, research, and ongoing monitoring to determine the effectiveness of change initiatives.

In 1992, R. Roosevelt Thomas called for the death of affirmative action, but urged institutions to adopt management practices and policies that would help all employees be productive and to reach their full potential.

In 1996, Marilyn Loden developed a more inclusive framework that classified the dimensions of diversity into two categories: **primary** that are more permanent, less changeable, and more central to one's identity and **secondary** which are usually less visible, less central to one's experiences, and more changeable (see Exhibit I-1). She depicted the dimensions of diversity as a wheel with primary dimensions as the central core and secondary as the outer ring. This classification broadened people's ideas about diversity, was more inclusive of white men, and created greater awareness that most people have multiple dimensions of diversity.

Gardenswartz and Rowe expanded these dimensions to include personality differences as central to one's identity and organizational differences, such as seniority, functional level, management status, or union membership, as a peripheral outer ring (1995).

Primary Dimensions	Secondary Dimensions
Age	Geographic Location
Gender	Military and Work Experience
Race	Family Status
Mental and Physical Abilities	Income
Ethnicity	Religion
Sexual Orientation	Education
	First Language
	Organizational Role and Level
	Communication and Work Style

Adapted from Loden, M. (1996). *Implementing Diversity*. New York: McGraw Hill.

EXHIBIT I-1 Loden's Dimensions of Diversity

During this time, capitalizing on the advantages that diversity could bring to organizations was still a challenge. Being diverse was described using the metaphor of a salad or stew where the “ingredients,” that is, diverse people, each contribute their uniqueness to the whole but do not “melt” or change into one. While this is an improvement over expecting assimilation, it also emphasized differences, and generalized stereotypes, rather than finding similarities between co-workers.

Rather than making systemic changes, some organizations interpreted “valuing differences” superficially by having ethnic food days, providing training that involved playing diversity games, or assigning diverse employees to jobs without much authority that involved taking care of other diverse employees and/or investigating discrimination claims. Yet, there were some organizations like IBM and Xerox where the leadership believed that diversity could be a competitive advantage (see the Pitney Bowes’ case); diversity was taken more seriously and resulted in significant organizational change.

Thomas and Ely (1996) developed a model that classified diversity management into three organizational paradigms, or ways of viewing diversity:

- *Discrimination and fairness* as exemplified more in the first era
- *Access and legitimacy* that corresponds to the second era, where differences are emphasized and valued because they help organizations to understand and market to growing diverse and global markets
- *Learning and effectiveness* where organizations connect diversity and its advantages to the organizational mission and goals which was at the time a novel idea for most companies

Toward the end of this period, researchers began to examine what is known as the **business case for diversity**, that is, trying to prove mathematically that a diverse workforce could lower costs, provide a competitive advantage in the global marketplace, and improve the quality of creativity and problem solving. If this sounds a bit familiar, it is basically placing a dollar value on the advantages of diversity that Cox and Blake wrote about in their 1991 article. The results of this effort are controversial and mixed. For example, while MIT’s Kochan et al.’s five-year but small sample study could not confirm the business case, the University of Chicago’s 1996–1997 study of over a thousand organizations found that diversity did have a net positive financial impact on the organizations’ bottom line (Herring, 2010).

Since so many internal and external factors are constantly interacting, perhaps, a more practical approach to proving that diversity generates a return on its costs is to measure the results of individual programs and policies. Then, evaluate and adjust them as needed. For example, if a diverse team with native speakers develops a plan for designing, naming, promoting, packaging, and marketing a product for a particular country, how are the sales trending and what are the changes in your market share? Or, how much did offering a part-time option of working two days a week for three months improve your retention of employees who are new parents over last year’s figures?

THE THIRD ERA—DIVERSITY MANAGEMENT AND INCLUSION IN THE TWENTY-FIRST CENTURY

Today, many managers and organizations realize that diversity can benefit both the individual and the organization but for many reasons, including changes in workforce composition, the acknowledgment of the effects of multiple social identities, and the need

to establish an inclusive organizational culture, diversity is much broader in scope and more complicated to manage than initially imagined. To benefit from the personal and organizational advantages of diversity requires support from the corporate level of an organization.

The workforce is becoming increasingly diverse especially through immigration (see Allard's article) and the expansion of global opportunities, particularly in the BRICKS countries (Brazil, Russia, India, China, Korea, and South Africa). Increasingly sophisticated forms of technology have made international communication skills practically a job requirement (see Ruxton's article). At the same time, the workforce is becoming increasingly female and older as Baby Boomers defer retirement.

Loden's secondary dimensions of diversity have been expanded to include new categories such as political beliefs, spirituality, physical characteristics, and work styles. Family status has taken on new importance as working parents struggle with workplace balance issues, Muslims experience post 9-11 discrimination, and returning military veterans vie for jobs in a tight economy. Today, most people are no longer defined by a single social identity, or characteristic. Assuming that a person is defined by a single set of characteristics is called the error of **essentialism**. An Asian American man's work life experience may be affected far more by his being a person with a disability than by his race or gender.

In 2002, Miller and Katz authored a book called *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*, which suggested that organizations must need to "break out of the diversity box" mentality and change their cultures, policies, and structures in order to benefit from the diversity of their employees. Like the third paradigm of Thomas and Ely, Miller and Katz call for linking diversity to organizational goals and mission but went a step further to document the need for a more inclusive approach to diversity. It makes sense that when employees, including white men who still hold most of the leadership positions, feel "included" they will feel freer to offer new ideas, safer to point out mistakes in others' reasoning, and be more apt to refer competent colleagues for jobs. All of these can add value to the organization in terms of the advantages of a diverse workforce (see Ocean Spray case).

Despite considerable progress, managing diversity is complex and offers new challenges in the twenty-first century. Women can now fight in combat. There is a second-term African American president. Gays and lesbians can marry in many states. However, women and racial minorities still hold very few board seats or corporate-level positions. There is still no U.S. federal legislation that protects LGBT employees, workplace bullying is rampant, the unemployment rate for people with disabilities is double that of the able-bodied, and the Equal Employment Commission (EEOC) is now filing lawsuits against companies that are requiring genetic information from healthy job applicants discriminated against because of their family's medical history (Trottman, 2013).

After examining the individual and social identity issues, we will frame managing diversity as a change process (see Figure I-1). While external forces such as demographics and the expansion of global business opportunities are pushing for change, it will only happen with supportive corporate level leadership through diversity audits, training and input from employee resource groups (ERGs), and so on. The refreezing process results in practices, policies, and programs such as more flexible work arrangements, recognition through awards, and best practices as supplier diversity programs.

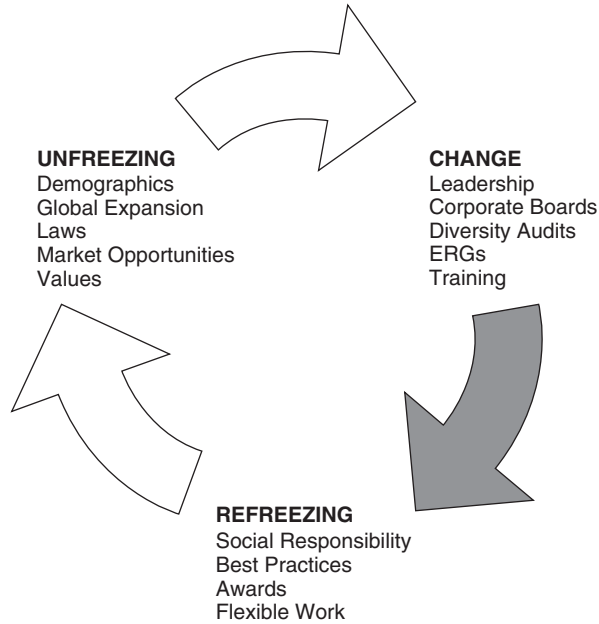


FIGURE I-1 Change Model

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Discussion Questions

1. Recently, there has been a growing movement to abolish Affirmative Action. Develop arguments that support both sides of this debate.
2. Interview someone over fifty-five years of age who lived and worked through these eras. Ask them about their experiences with diversity in the 1960s and 1970s. Does their gender, race, ethnicity, and religion appear to affect their answers? What did you learn?
3. What are some of the reasons that diversity management is so complex?




DIVERSITY ON THE WEB

Go to <http://www.loden.com/Site/Dimensions.html>. Here, you will find Loden's updated wheel of primary and secondary dimensions of diversity.

Circle the three that you feel are the most important dimensions that define your identity.

Write a two-page essay that explains why these dimensions are so important to who you are and support your answer with examples from your life.



DIVERSITY ON THE WEB

To better understand the historical context of diversity today, watch one or more of the following videos. Go to YouTube.com and search by the titles below. The URLs are also listed below.

The History of the Civil Rights Movement

(<http://www.youtube.com/watch?v=URxwe6LPvKM>)

The March on Washington, available on You Tube at

(http://www.youtube.com/results?search_query=march+on+washington+1963&aq=&gs_l=youtu.be.1.2.0l10.0.0.0.193188.1.0.0.1.1.0.0.0..0.0...0.0...1ac..11.youtube)

The Freedom Riders, available on YouTube at

(<http://www.youtube.com/watch?v=1zBY6gkpbTg>)



SECTION I

Understanding Individual Perspectives of Diversity

Each of the first six sections of this text is organized to facilitate the process of learning about workplace diversity. Sections begin with learning goals and an introduction to the material that follows. Next, we provide an exercise on experiences that will help you to actively participate in the learning process by considering some new perspectives on diversity that are intended to challenge your knowledge, attitudes, and beliefs about differences. Because diversity is an interdisciplinary topic, the essays and cases that follow were written by experts from business, psychology, anthropology, economics, and sociology. These articles are followed by additional opportunities for active learning: discussion questions, Diversity on the Web, and Writing Assignments. To provide linkages, each of these six sections ends with a unifying case and a set of integrative questions that cut across the articles in that section. The seventh section is intended to connect all of the course material together by providing three options for a capstone learning experience.

LEARNING GOALS FOR SECTION I

- To learn the differences between prejudice, stereotypes, and discrimination
- To understand the notion of privilege and how it affects one's life experiences
- To motivate the student to examine his or her own perspectives on difference
- To explore the relationship between differences and conflict
- To explore organizational diversity

Often, we begin a diversity course by asking the question: “Who in this room is prejudiced? Raise your hand.” As expected, only a couple of students are willing to join the instructor and admit that they have some prejudices! At the end of the semester, we ask the same question and almost every hand in the room is raised. Why does this always happen? We have been socialized by family, society, and the media to think that prejudice is always negative, so it is easier to deny it. Then, why do most students raise their hands at the end of the semester? Because they now realize that everyone treats some people differently than others. It is very natural to prefer people like ourselves. Think about your friends. While they may be of mixed races and genders, are they all close to your age? Are there any people with a handicap in the group, and so on?

Basic to understanding Section I is clarification of some terminology that is often used interchangeably in everyday conversation. **Prejudice** is a preconceived evaluative attitude based on a person’s social group membership. Prejudices can come from many sources such as our socialization, our peers, our life experiences, and especially the media and it can be positive, negative, and neutral. For example, you find out that you will be getting a new boss next week and she is a middle-aged female. If you find yourself thinking that she is going to be hard to work for, rigid, even bitchy, and so on, before you even get to know her, this is a negative prejudice. Have you ever “prejudged” a professor, positively or negatively, before taking his or her course based on a few comments on a ratings website?

Stereotypes are an overgeneralized belief that a category of people are alike. Like prejudice, stereotypes are learned not innate which means that they too can be unlearned. While the conscious mind often tells us that of course people are unique, the unconscious mind tries to categorize people, unless we make a deliberate effort to think more deeply about them as individuals. For example, if you think, even unconsciously, that Asians are too quiet to be productive in sales jobs, this is a stereotype because you have prejudged or generalized this idea to apply to an entire group of people. Although it may be true of some Asians, it is also true of some Euro-American whites, Hispanics, and African Americans. Individuals need to be judged on their individual merit and qualifications. Stereotypes can be negative as in the example above, but also can be positive or neutral. A student once provided us with the following example of her manager’s positive prejudice. He would only hire Asian women to work in the computer manufacturing facility “because they have small hands.”

Both prejudices and stereotypes are mental processes that we all experience but **discrimination** is different because it is a *behavior* or action that occurs when we treat people differently because of their membership in some group. It builds on our stereotypes and prejudices. So, following through on the previous example, when young men applied for manufacturing work at this company, the manager threw away their applications. They were not even considered. His stereotype, even though it was positive toward Asian women, resulted in discrimination to male applicants. Denying or failing to examine our stereotypes and prejudices to ourselves is more apt to lead to discriminatory actions. While discrimination can be individual as in these examples, it can also occur in organizations. This is important to understand because managers need to identify and change policies and practices that the *unintentionally* discriminate, that is, structural discrimination, or *intentionally* discriminate, that is, institutional discrimination (Pincus, 2000). There will be many examples of the problem that organizational discrimination causes throughout the cases in this text.

Privilege is an unearned advantage that gives those who have it economic, social, or political power. Privilege is socially constructed, that is, dependent on time and place. For example, in some cultures, older workers are revered for their wisdom but in North America, being younger and attractive gives one privilege in the workplace. Most people with privilege