A Comprehensive Study and Critical Analysis of

Diversity Management in Organizations

by

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ABSTRACT

The purpose of this study is to examine organizational practices of workforce

diversity and to better understand how organizations manage diversity. In order to adjust

to these rapid changes, Human Resource Development (HRD) professionals need to be

aware of necessary changes especially in training efforts. The study involves a

comprehensive overview of the origins of diversity in the United States, terms and

definitions, individual and organizational barriers, workforce demographics, advantages

and disadvantages of diversity, several concepts on how organizations perceive

workplace diversity, justifications and strategies to managing diversity including training

models, and perceived trends for the future. Recommendations are provided to enable

HRD professionals to help improve the management of a diverse workforce.

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Chapter I: Introduction

Many organizations are beginning to place more emphasis on valuing diversity

because of the realization of the role diversity can play in organizational success.

Business trends illustrate that organizations are incorporating diversity into their overall

strategies and goals. Diversity offers organizations a competitive edge by reaching out to

diverse audiences outside of the mainstream culture. The primary objective of diversity is

to value differences of others. By bringing together a combination of unique ideas,

attitudes, and ways of thinking, it inspires innovation and creativity, which is necessary

for corporate triumph. In order for diversity to be adventitious, organizations need to

make a long term commitment, and foster a welcoming environment that values

differences and maximizes the potential of all employees (Elmuti, 2001).

The demographic composition of society and the American workforce have

continued to change, and there will be persistent differences in terms of women and men

of all races, ethnic backgrounds, ages, physical and cognitive abilities, lifestyles, and so

forth that organizations will need to take into consideration (Elmuti, 2001). The US

Bureau of Labor Statistics (2007) predicts that minority groups will outnumber

Caucasians in the future. In approximately fifteen years more than half of all children will

be considered minorities. As a result of the up and coming multicultural workforce,

organizations will need to incorporate communication techniques, such as training to

overcome language differences, cultural beliefs, and other barriers (Wolburg, 2007).

In addition, the increased presence of women in the workforce is the result of

changes that have occurred in society. It is no longer deemed upon as negative for women

to go to college and work outside of the home (Elmuti, 2001). The US Bureau of Labor

Statistics (2007) stated in 2006 approximately 59 percent of women were in the labor force. Likewise, Asian women were more likely to work in higher paying occupations than women of all other races. With more women entering the workforce, organizations need to make policies and accommodations to meet the needs of these individuals. Likewise, organizations need to take action against sexual harassment, discrimination, and unequal treatment that exists in the work environment (Elmuti, 2001).

The baby boomers who were born between the years of 1946 to 1964 are aging, and there is going to be an increase of the senior population. Thus, the workforce will continue to mature as they get older (Elmuti, 2001). It is projected by the US Bureau of Labor Statistics (2007) that by 2016 individuals who are between the ages of 55-64 will make up 36 percent of the labor force, and individuals who are 65 years of age and older will make up 6 percent of the labor force. However, seniors did not have the privilege to be exposed to personal computers, the internet, E-mail, and other technologies when they were growing up. Hence, they are lacking the technical skills, which are necessary to get ahead in today's fast paced world. Organizations will need to make accommodations to improve the technological skills of the aging workforce (Elmuti, 2001).

The Rehabilitation Research and Training Center at Cornell University disseminates annual reports on the disability demographics and statistics. Individuals with disabilities represent the largest American minority group. The Disability Status Report (2006) estimated that in 2006 the employment rate of working age individuals between the ages of 21 to 64 with disabilities was only 38 percent in the United States. The highest employment rate was for individuals with a sensory disability at 47.5 percent followed by a physical disability at 32 percent and a mental disability at 28 percent. The

lowest employment rate was for self-care disability at 17 percent. Even though individuals with disabilities have been integrated into the workforce by law, they still continue to be perceived as inadequate workers. Organizations need to provide reasonable accommodations and adjustments to assure quality performance from these individuals.

Considering all of the changes that are occurring in society, one must come to understand the significance of diversity in the workplace. The changing demographic trends illustrate the need for organizations to promote tolerance and acceptance of others. Organizations can no longer expect individuals to assimilate to the existing dominant culture. It is now necessary for organizations to effectively manage diversity if they want to remain competitive and retain employees (Wolburg, 2007).

Purpose of the Study

The purpose of the study is to examine organizational practices of workforce diversity and to better understand how organizations manage diversity. The study involves a comprehensive overview of the origins of diversity in the United States, terms and definitions, individual and organizational barriers, workforce demographics, advantages and disadvantages of diversity, several concepts on how organizations perceive workplace diversity, justifications and strategies to managing diversity including training models, and perceived trends for the future. The critical analysis focuses on the previous mentioned areas of interest. Finally, the recommendations from this study can enable human resource development professionals to better assess the needs and accommodations of employees and identify strategies that will improve the management of a diverse workforce.

Research Questions

The comprehensive review and critical analysis of diversity management in organizations addresses the following questions:

- What are the barriers inhibiting the employment and retention of diverse workers?

- How is diversity conceptualized in various organizations?

- Why are organizations managing diversity?

- What are effective strategies to manage diversity?

- What are some selected diversity training programs?

- What are future trends related to diversity in the workplace?

Assumptions of the Study

The study assumes that the literature review is an extensive compilation of diversity management strategies. It is assumed that the secondary sources of data fulfill the University's standards of reliability and validity and is therefore an adequate resource for this study.

Definitions of Terms

For clarity of understanding, the following terms are defined:

- *Backlash* – Negative reactions to the development of power by women and minorities (Sinclair, 2000).

- *Discrimination* – Policies and practices that harm and disadvantage a group and its members (Agocs & Burr, 1996).

- *Diversity* – A mixture of individuals with different group identities within the same social system (Seymen, 2006).

- *Ethnicity* – Belonging to a religious, racial, national, or cultural group; a subgroup of a larger group (McMillan-Capehart, 2003).

- *Minorities* - Groups of race or ethnicity that represents a smaller percentage of the overall population (McMillan-Capehart, 2003).

- *Prejudice* – A favorable or unfavorable affective response toward any member of a social group that comprises a cognitive representation (Fujimoto & Hartel, 2004).

- *Race* – Groupings of people according to common origin or background and associated with perceived biological markers (American Anthropological Association, 2008).

- *Racism* – The use of race to establish and justify a social hierarchy and system of power that privileges, preferences or advances certain individuals or groups of people at the expense of others (American Anthropological Association, 2008).

- *Stereotypes* – Exaggerated beliefs about people from different social groups (Fujimoto & Hartel, 2004).

- *Reverse discrimination* - Any preference for others over those who are in the dominate group (Agocs & Burr, 1996).

Methodology

The compilation of resources used to conduct this comprehensive literature review concerning diversity management was collected using the University of Stout's library databases and catalog system as well as web-based diversity resources. In addition, resources pertaining to civil rights and affirmative action were collected from the National Association for the Advancement of Colored People.

Limitations of the Study

It is acknowledged that there are numerous diversity training models that have been developed and implemented into organizations throughout the United States. Because of the widespread use of the awareness based, skill and competence based, and integration based training models, other training models are not identified in this study. Another limitation to the study is the profound emphasis on secondary sources of data. The accuracy of information presented in this study is dependent solely on the reliability and validity of the secondary sources.

Chapter II: Review of Literature

Diversity Defined

Workforce diversity is a reality in organizations today throughout the United States. More organizations have developed diversity policies or programs in comparison to the past two decades. However, there is still not a general consensus on how to objectively define workforce diversity. There are two general approaches to defining diversity in organizations including a narrow or broad scope. Theoretical support for both the approach's definitions of the term diversity will be discussed (Carrell, Mann, & Sigler, 2006).

The narrow view defines diversity only as it is referenced by the Equal Employment Opportunity and Affirmative Action categories. The only individual differences that are recognized include race, ethnicity, gender, age, physical and cognitive abilities, and national origin (Carrell, Mann, & Sigler, 2006). These characteristics can all be considered primary dimensions because they are innate and cannot be changed (Moore, 1999). Broadening the definition of diversity takes it one step further to encompass all of the differences that individuals may have externally and internally, such as race, gender, age as well as religion, education, marital status, socio-economic status, values, organizational function, and personality traits (Carrell, Mann, & Sigler, 2006). Secondary dimensions can be influenced and changed despite its counterparts (Moore, 1999). Another dimension of diversity is visibility. The more visible a characteristic is the stronger influence it has on how individuals perceive differences. For instance, an individual can pretend to be married by wearing a wedding

ring to work; however, it is far more difficult to act as a woman if one is a man (Diversity at Work, 2008).

Caudron and Hayes (1997) dislike using the broad definition of diversity because they believe diversity initiatives do not benefit anyone when it is not specific. They prefer using the narrow definition because it will create a work environment that can recognize particular individuals who bring diversity values to the organization.

Nevertheless, the National Partnership for Reinventing Government (NPR) collaborated with the US Department of Commerce to create its own broad definition of diversity which states that "diversity includes all characteristics and experiences that define each of us as individuals" (Best Practices to Achieving Workforce Diversity, 2001). It is emphasized that diversity should encompass a wide variety of initiatives that meet the changing needs of employees (Best Practices to Achieving Workforce Diversity, 2001). Likewise, Thomas and Ely (1996) suggest that diversity should be understood as the varied perspectives and attitudes ethnic groups bring to the workplace. It is important to understand that diversity is a multidimensional concept, and it is not a straightforward task to create a definition that can be applicable to everyone at the workplace.

Origins of Diversity in the United States

Diversity can be linked as far back as colonization in the United States. During the 17th and 18th centuries colonization was the primary source of diversity. Many colonists came to America because they desired to live a new lifestyle. However, a number of individuals were forced to travel to America as indentured servants. There was a wide variety of diverse workers in the labor force during the 1600s and 1700s. In 1619 the first African slaves were brought to America for labor purposes. Even though there

were white European indentured servants and African slaves, the treatment and work conditions were significantly different. The Europeans were only required to work for a limited amount of time whereas the Africans had to remain slaves for a lifetime. Likewise, the types of work tasks were much more strenuous for the Africans (Capehart-McMillan, 2003; Kurowski, 2002).

The 19th century posed a change for the compositions of the labor force. In 1815 more Europeans' descendants were immigrating to the United States. Immigration was causing the general population to become more culturally diverse during the years between 1820-1930 with more than 37 million immigrants entering the United States in that 110 year time period. The peak immigration periods were 1845-1854, 1865-1875 and 1880-1930 (Capehart-McMillan, 2003; Kurowski, 2002). However, there was not much diversity among employees within a single industry. For example, Irish workers dominated working on canal systems, Italians were focused on construction, and Jewish workers were involved in the garment trade. In sharp contrast, Asians, Mexicans, American Indians, and African-Americans were involved in unskilled jobs that paid minimally. The late 1800s was the beginning for industries to become more diverse. The need for labor was greater so many immigrants were filling open positions that were not available to them in the past. Nevertheless, the factory industries had poor work conditions, wages, and practices for their employees. In the 1890s, a federal law was passed to protect the wages of U.S. citizens (Capehart-McMillan, 2003).

The 20th century overlapped with the 19th century because both had periods of time where immigration was enabling the expansion of diversity in the workforce. Immigration was beginning to increase rapidly, and it was difficult to maintain accurate

records. Consequently, a federal law was passed in 1903 that developed certain criteria individuals had to meet to enter the United States. As the years went by, the criteria was becoming stricter and less welcoming of others with differences. Then between 1917 and 1924 the immigrations policies changed dramatically (Capehart-McMillan, 2003).

In 1917 an immigration law was passed which required emigrants to be literate before entering the United States. This attempt was made to select foreigners who would have the capabilities of becoming successful Americans. Subsequently, in 1924 the Johnson-Reed Immigration Act was passed that created a quota on the number of immigrants from each country that were allowed to enter the United States annually. Nevertheless, immigration fell significantly from 1924 until 1965. There was a loophole in the Immigration Act of 1924 because no quotas had been established for immigrants coming from Mexico or other Latin countries so it was much easier for these individuals to gain entry. The total number of immigrants allowed to enter the United States was 357,000 per year. The immigration laws remained essentially the same from 1929 to 1965 (Capehart-McMillan, 2003; Kurowski, 2002).

During the years between the 1920s through the 1960s immigrants were strongly urged to assimilate with the dominate culture in the workforce. During these years another generation of workers was born. These children from the initial immigrants were born in the United States and automatically granted citizenship. Though they were official citizens, they continued to follow the cultural beliefs displayed by their family members. All of the individuals who did not portray the values and beliefs of the American culture were looked down upon. It was not until the Civil Rights Act of 1964

did any acknowledgements about cultural diversity issues arise (Capehart-McMillan, 2003).

Increased diversity in the workplace can be attributed to the Civil Rights Act in 1964. African-Americans were despondent with the unfair treatment they were receiving, and made attempts to address it. With this in mind efforts to address the treatment of all minority groups become a priority. The Civil Rights Act and Equal Employment Opportunity Commission of 1964 and the Affirmative Action Plan openly welcomed culturally diverse individuals into the workplace. Organizations were no longer able to discriminate against any individual who was applying for a job, and all employees needed to be treated equally. Under federal regulation organizations were required to collect and report data on the compositions of their workforce and to set goals for hiring in order to improve the representation of disadvantaged groups that were underrepresented. In particular, these groups included women, African-Americans, Hispanics, Asians, and American Indians. Compliance with affirmative action hiring requirements was strongly enforced in the 1970s. Overall, affirmative action policies represent a commitment to end discrimination in the United States (Agocs & Burr, 1996; Capehart-McMillan, 2003).

Demographics of Workforce Diversity

With all of the immigration that has occurred over the precedent decades, it has significantly shaped the current demographics of the United States. Most immigrants in the past were from Europe, but that does not stand true for the present time. There is a new wave of immigrants which is a reflection of America's future. The U.S. Census Bureau (2007) estimates the United States population growth as the fastest among minorities and one of the highest in developed countries. The current population consists

of Caucasians with 68 percent of the population followed by Hispanics with 14 percent,

African-Americans with 11 percent, Asians with 4 percent and American Indians with 1

percent. According to *Workforce 2020: Work and Workers in the Twenty-First Century*,

the U.S. population projections will continue to rise. By the year 2020, it is estimated that

Caucasians will compose 66 percent of the total population alongside Hispanics at 16

percent, African-Americans at 12 percent, Asians at 6 percent, yet American Indians will

remain geographically dispersed across reservations and urban areas at only 1 percent.

The U.S. Department of Labor and the U.S. Bureau of Labor Statistics have a labor force

characteristics by race and ethnicity report (2007) which recognizes that African-

Americans are less likely to be employed than Caucasians, Asians, or Hispanics. In 2007,

the employment population ratio for Africans was 58.4 percent, compared with 63.6

percent Caucasians, 64.3 percent Asians, and 64.9 percent Hispanics.

The extreme competition to find a job in any given occupation in the labor market

is experienced by all individuals. However, race and ethnicity dramatically influence the

labor market opportunities. African-Americans, Hispanics, and American Indians

disproportionately suffer from unemployment because of the barriers within the labor

market. Unemployment can be attributed by many factors, such as the lower levels of

education, the tendency to be employed in occupations that are more likely to have higher

rates of unemployment, greater concentration of people in urban areas where jobs can be

limited, and discrimination at the workplace (Labor Force Characteristics by Race and

Ethnicity Report, 2007).

Again, the labor force characteristics by race and ethnicity report (2007) pointed

out in terms of education that nine out of ten African-Americans and Asians in the labor

force have received at least a high school diploma in 2007. By contrast, only two-thirds of Hispanics completed high school. Nonetheless, Asians are the most likely to graduate from college; 58 percent receive a Bachelor's degree or higher. Meanwhile only 34 percent of Caucasians, 24 percent of African-Americans, and 15 percent of Hispanics successfully finish college. Wolburg (2007) points out from statistics that Asians are the most affluent group and more educated than the general population. They are able to attain higher paying positions, and 39.3 percent of their population is in managerial and professional occupations. By contrast, only 33.2 percent of Caucasians are in those same professions (Diversity Central, 2008). Unavoidably, these factors have led Asians to be labeled the "model minority" in the United States. Overall, for all racial and ethnic groups the more education one attains the greater likelihood of being employed (Wolburg, 2007).

Unlike Asians who exemplify success, American Indians have the highest rates of unemployment and poverty of any group. The U.S. Department of Labor (2008) identified American Indians who were members of gaming tribes to have an unemployment rate of 15 percent and an unemployment rate of 22 percent if a member of non-gaming tribes. However, these individuals are so small in number in the United States that they are almost regarded as the invisible group. Nevertheless, the most troubling notion is the misperception among many non-tribal members that American Indians are profiting from the casino industry and do not need assistance from the federal government. Although a small percentage of tribes throughout the nation are able to generate wealth from casinos, the majority are still victimized by the ill-conceived federal policies. Economic success is far less likely to come from casino revenue than it is

believed (Wolburg, 2007). In regards to all of the other major race and ethnic groups, African-Americans have the 2nd highest rates of unemployment at 10 percent in 2008 compared with 8 percent for Hispanics, 5 percent Caucasians, and 4 percent Asians (U.S. Department of Labor, 2008).

A trend of great importance has been emerging over the last few decades. Women are beginning to become highly involved in the workforce. Men are no longer the sole or even primary source of income. Gender differences may still exist, but men are losing their competitive advantage (Elmuti, 2001). The U.S. Department of Labor (2008) acknowledges that there are no significant differences for unemployment rate for sex at the present time. Both women and men have a 5 percent unemployment rate. However, higher levels of unemployment rates do occur for African-Americans and Hispanics across all major sex and age groups. Nevertheless, women are playing a much larger role in the workforce than in the past. *Workforce 2020: Work and Workers in the 21st Century* predict that women will comprise half of the workforce by 2020. Women leaders are creating a pathway that needs to continue to be followed. In 2002, women represented 15.7 percent of the corporate officers in America's 500 largest companies. This percentage is up from 12.5 percent in 2000 and 8.7 percent in 1995. On the other hand, in 2002 only six women were CEOs for Fortune 500 companies and eleven were CEOs in the Fortune 1000 (Diversity Central, 2008). Hence, men will continue to dictate leadership roles if women do not pursue career advancements. Most women continue to dominate lower paying domestic, clerical support, and administrative occupations. Women need to be more aware of career opportunities that offer to pay well and take advantage of them (Elmuti, 2001).

The U.S. Social Security Administration projects that more than seven million individuals who are 65 years of age and over will be in the labor force by 2020 and three million of them will be women (Elmuti, 2001). As one can see there are a significant amount of older workers who will still be in the workforce, yet in all probability they are not the most desirable candidates for employers. Many organizations throughout the nation have reservations about hiring older workers. The states of California, Florida, New York, Texas, Pennsylvania, Ohio, Illinois, Michigan, and New Jersey are especially prone to making decisions in regards to seniors because they are comprised of more than half of older individuals. Many employers in these particular states as well as other states are more likely to replace senior employees or hire younger individuals whenever possible. However, the startling fact is that the number of workers in the youngest group, age 16-24, is projected to decline during the next eight years (U.S. Bureau of Labor Statistics, 2008). The trend of overlooking senior workers will need to be adjusted because there will be fewer younger workers and more older workers to fill job positions (Elmuti, 2001).

Organizational Barriers in the Workplace

Many organizations sometimes knowingly, but often unknowingly develop organizational barriers that inhibit the employment opportunities for individuals. There are many barriers that still need to be resolved before the advantages of diversity can be appreciated. It is important to recognize barriers that may hinder an organization's or individual's ability to value diversity in the present and future. Barriers can range from blatant forms of discrimination and prejudice, to more subtle manifestations, such as an unsupportive organizational culture or exclusion. Some of the most profound

organizational barriers are identified and discussed. It is important to gain a better understanding of these barriers and learn how to manage them properly for the well being of diverse individuals in the workforce.

Since the establishment of the Civil Rights Act of 1964 the reduction of overtly negative attitudes and behaviors toward women and minorities has been reduced. However, there is the continuation of subtler forms of discrimination especially in the labor market. Weyer (2007) reveals that even though there are an increasing number of women entering the workforce, the leadership positions remain limited. In 2003 only seventeen Fortune 1000 companies were led by women CEOs which is less than two percent. Likewise, women board directors held only 13.6 percent of Fortune 500 board seats.

Cai and Kleiner (1999) reviewed research on sex discrimination in hiring practices. It was noted that State Farm Insurance paid $157 million to settle a massive class action suit for sex discrimination in its hiring of trainee agents. Likewise, in the construction industry a Chicago Women in Trades Study reported that 38 percent of craftswomen had encountered sex discrimination in hiring; 52 percent said men had refused to work with them. Nonetheless, women are not the only victims to discrimination. Men can also experience sex discrimination. A male plaintiff filed a formal complaint alleging that he had experienced unlawful employment discrimination on the basis of sex. It was alleged that men had been systematically excluded from various personnel director positions at the Office of Civilian Personnel Management in California because of the agency's improperly influenced promotion actions.

Sexual harassment is a form of sex discrimination and is prohibited by federal and state laws. The law of sexual harassment arose from Title VII of the Civil Rights Act of 1964. The court system was recognizing that quid pro quo harassment was being conducted in the workplace. In 1980 the Equal Employment Opportunity Commission produced a set of guidelines that expanded on quid pro quo and focused on the idea of hostile work environment (Matejkovic & Redle, 2006). Sexual harassment can be defined as "any unwelcome sexual advances, requests for sexual favors, or other unwelcome written, verbal, or physical conduct of a sexual nature when: 1) compliance to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment; 2) compliance or rejection of such behavior by an individual is used as the basis for decisions affecting that individual's employment status; 3) such behavior has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment for that individual's employment" (Mais & Masterson, 2007). The first two points are considered quid pro quo because it is a type of sexual exchange for a benefit. The last point is hostile environment because it is more subjective.

According to a study conducted by the National Crime Victims Research and Treatment Center, approximately 10 million women have experienced a form of sexual harassment in the workplace that meets all of the criteria for Title VII. Hence, this does not include complaints that have been made or all of the incidents that go unreported. Although sexual harassment usually involves men as being the perpetrator, men can also be victims. It is especially common to have male-to-male sexual harassment in male dominated work environments. The presence of sexual harassment at work is

continuously on the rise. The number of sexual harassment charges received by the Equal Employment Opportunity Commission increased from 10,532 in 1992 to 15,475 in 2001. The percentage of charges filed by men also increased over the same time period, from 9.1 percent in 1992 to 13.7 percent in 2001 (Jackson & Newman, 2004).

Drasgow, Hulin, & Munson, (2000) suggest there are many consequences a victim may encounter through the exposure to sexual harassment, such as behavioral, perceptive, physiological, psychological, and long-term. Depending on the individual and the severity of the harassment, the symptoms will show a discrepancy. For instance, sexual harassment has been linked to job loss, lowered self-esteem, increases in various stress-related illnesses, higher psychological distress and lowered psychological well-being, lowered organizational commitment and life satisfaction and decreased productivity and morale. Any environment where harassment goes on is not conducive to promoting high performing work teams.

The organizational culture represents the inherent behaviors and values that an organization follows. However, some organizations can have a noticeable "in group" and "out group" that can be a source of prejudice. The "in group" is considered to be the majority and the "out group" is considered to be the minority in the organization. There is potential for ethnic minority employees to be in the "out group" because they are in the minority group. Typically, the "in group" will have the power of influencing and shaping the language, policies, norms, values, rules, status of groups, and the distribution of power. Ethnic minority employees may not feel comfortable voicing their opinions about the culture because they may be scrutinized. Thus, their overall job satisfaction can be negatively impacted (Kandola, 2004).

Allison (1999) interviewed 18 professionals including women and minorities about diversity issues throughout their careers to gain a better understanding of the organizational climate and culture toward diversity in Park and Recreational agencies throughout the United States. A general consensus among the interviewees was that many of the agencies resisted change. New diversity initiatives resulted only from dilemmas in the community rather than from strategic long-term planning. Likewise, it was noted that there was ineffective leadership. Many administrators were "out of touch" with diversity issues and the organizational culture was not responsive to these issues. This can be detrimental to an organization because leaders play a significant role in defining and maintaining organizational culture.

Individual Barriers in the Workplace

There are many individual barriers that contribute to unfair treatment at work or put additional strains on an individual. Some barriers are likely to vary in their effects depending on the organization. In particular, attention will be paid to work-life balance, image and self-esteem, and educational attainment.

Serious personal and work-related problems can arise if an individual fails to fulfill life and family responsibilities. Many individuals have a difficult time achieving a work and life balance because of excessive job demands, overtime hours due to financial necessities, and full-time employment for all adults in a single household. This negative impact can hurt not only the individual but the organization. Previous research shows that individual consequences for an unbalanced life consist of the following: higher rates of divorce, substance abuse, domestic violence, and stress. On the other hand, the consequences an organization may encounter from unbalanced employees includes:

decreased productivity, job satisfaction, loyalty, and increased rates of absenteeism and turnover (Delunas, Hobsor, Kesic, 2001).

Even though both men and women are in the workforce, it is still the primary responsibility of women to hold the major responsibilities at home. Nonetheless, women are pressured to have dual roles of working full-time to be an adequate financial provider as well as taking care of most of the family responsibilities. In a study by Tomlinson (2007) concentration was primarily on women's working time patterns and work-life balance in the United States. It was found that women work on average 10.8 hours more per week then they desire. Additionally, women claim that they only have 54 minutes a day of personal time while men have 1.3 hours. It is no surprise that women also reported higher levels of work stress and felt fatigued. This situation appears to be worsening because of increasing work hours and less personal time. The conflict of work and personal life continues to be a barrier for many individuals, especially women. Even though the balance of work and family is a barrier, it is perceived as less restrictive than organizational barriers (Delunas, Hobsor, Kesic, 2001).

Giannantonio and Hurley-Hanson (2006) identify that physical attractiveness and image norms of employees are very crucial to organizations. There is high pressure for recruiters to hire a workforce whose image is consistent with the corporate image. The image organizations want their employees to portray should not exclude members of diverse races and ethnicities, ages, sex, or national origin. Unfortunately, image discrimination does continue to exist regardless of state and federal laws. Giannantonio and Hurley-Hanson (2006) support their image claims with providing evidence of companies that have discriminated. For instance, Abercrombie and Fitch had very

specific appearance requirements for employees in retail stores. The image was considered to be an "All American Look". Individuals who were not Caucasian, blonde, or blue-eyed were given fewer hours, held positions in the back of the store stocking merchandise, and were even fired. Eventually, Abercrombie and Fitch did face charges and entered into a $40 million consent decree with plaintiffs for image discrimination of employees. Next, a former Google employee claimed he had been wrongfully terminated because he did not fit in with Google's youthful corporate culture. An age discrimination suit was filed against the company in 2004. Although image is not a federally protected characteristic, many employees are hindered by this unfair treatment and seek legal action against these judgmental organizations because they have no control over innate traits.

A negative event such as the previous ones described could significantly affect one's self-esteem. One definition of self-esteem in the workplace is an employee's self-appraisal of his or her capabilities, potential for success, and personal worth. Nevertheless, self-esteem is situationally unstable, and it can be altered through the acceptance of others at work, social comparison, and successful or unsuccessful events. If a negative event does occur it may lead to reduction in self-esteem, which in turn, induces job dissatisfaction and perhaps absenteeism (Abraham, 1999).

Education can be a barrier for individuals who do not have the necessary credentials. Likewise, education at the level of high school or college greatly improves an individual's opportunities to attain a job with sufficient wages and benefits. Nevertheless, there are a disproportionate number of inadequate schools located in urban areas. Additionally, an unbalanced number of economically underprivileged and minority

children live in these urban neighborhoods. While only 24 percent of American students attend urban public schools, 35 percent are economically underprivileged and 43 percent are racial minorities. The United States public education system does not allow for adequate education to a majority of racial minorities. The vision of equal education opportunities is not a reality. Although overt racial segregation has been outlawed, it remains a perpetual cycle for lower socioeconomic status children to remain in insufficient schools. Many urban schools are housed in old and poorly maintained buildings, receive inexperienced teachers or teachers who lack the acceptable credentials, and an over abundance of students. With these circumstances it is no surprise that race and socioeconomic status remain the most reliable predictors of educational achievement in the United States (Marron, 2002).

Advantages of Diversity

The rapidly changing demographics of the workforce will force diversity to be critical to core business objectives and long-term profitability. To ensure sustainability organizations need to show readiness by aligning business strategies with current and future demographic realities as well as overcoming barriers that impede career success for diverse groups of individuals. There are many measurable benefits from implementing diversity initiatives and policies. Specifically, there are five major benefits to having diversity in an organization including: improved bottom line, competitive advantage, recruiting the best candidates, employee satisfaction and loyalty, and superior business performance (McCuiston & Wooldridge, 2004).

First, a 2001 survey by the Society for Human Resource Management (SHRM) found that human resource professionals from Fortune 1000 companies believed diversity

initiatives benefit a companies' bottom line. In terms of the impact diversity initiatives have on issues related to the bottom line, professionals believed the top five positive impacts were: improving corporate culture, helping recruit new employees, improving relationships with clients, higher retention rates, and decreasing complaints and legal action. Second, a major priority for organizations is to remain competitive by recruiting and retaining employees from diverse backgrounds who are able to share a common set of values. In the SHRM study 91 percent of the respondents believed diversity initiatives assist the organization in keeping a competitive advantage through improving employee morale and corporate culture. Third, women and ethnic minorities will represent more than half of the workforce in the near future. It is important for organizations to recruit candidates that have the best fit with the company regardless of personal differences. Highly sought out candidates will want to work for employers that recruit aggressively through multicultural student programs, affiliations with multicultural groups, and advertising on job sites that are aimed for diverse candidates. Promoting diversity will attract talent workers who can bring new perspectives and creativity to the workplace. Fourth, employees especially women and ethnic minorities want to know that they have opportunities for advancement. Organizations that offer equal opportunities for diverse groups of individuals will have fewer problems with absenteeism and retention. For this reason, direct attention to diversity increases employee satisfaction and loyalty. Strong upper management support for diversity initiatives builds loyalty within the organization and creates a strong commitment to business goals. Finally, diversity in terms of gender, race, and age on upper management teams is correlated with superior business

performance in productivity, net operating profits, gross revenues, total assets, market share, and shareholder values (McCuiston & Wooldridge, 2004).

Challenges of Diversity

Even though there are many advantages to diversity, it does not come without some difficulties. Business leaders need to maintain a balance between the needs of diverse groups and business objectives. Likewise, leaders need to be aware of the implications of business decisions, policies, and practices in regards to diversity and the legal system. There are a number of challenges when attempting to maintain this balance, such as leadership, workplace authority, new work configurations, and trust and commitment (McCuiston & Wooldridge, 2004).

Leadership is the single most important issue for top management. One in five of the largest companies in the United States will soon lose 40 percent or more of their top executives. Additionally, there will be fewer younger managers to fill these positions because the number of individuals who are between the ages of 35-44 will decline by 15 percent through 2015. A solution to the leadership dilemma is to have leadership positions at every level of the organization and to have cross-cultural leaders eventually to develop into multicultural professionals (McCuiston & Wooldridge, 2004). Nevertheless, even more challenging is workplace authority. Creating a professional agreement and general understanding about individuals from different countries and religious backgrounds as well as views about women can be nearly impossible. Many of these different points of view can be considered value based so creating a general consensus takes creativity and patience (McCuiston & Wooldridge, 2004).

Another challenge is how to bring individuals from different backgrounds and geographical locations together to interact in new work configurations, such as virtual teams and e-business partnerships. Teams that function in a virtual world primarily communicate electronically and may never have face-to-face interaction. The complexity of technological interaction presents barriers to understanding the process of decision making (McCuiston & Wooldridge, 2004).

Lastly, in the current workforce leaders may have employees from four generations consisting of seniors, Baby Boomers, and individuals from Generation X and Y. With the wide range of ages there are varying lifestyles, work styles, individual goals and perspectives, and demands. The diversity of ages offers challenges to building trust and commitment because everyone will be coming from different points of view (McCuiston & Wooldridge, 2004).

Different Concepts of Diversity

Organizations need to acknowledge and adjust to diversity and its challenges. There are some organizations that are more supportive of diversity than others. Women, ethnic minorities, senior employees, people with disabilities, and so forth have a greater likelihood of encountering dilemmas that are not faced by other employees of an organization. Even though all of these groups of people have the same legal rights there can be built in discrimination practices which require diverse groups to overcome additional obstacles. It is important to recognize the various perspectives organizations have within their culture. There are three broad concepts that organizations can take on when responding to diversity including the following: ethnocentric, parochial, and synergistic (Moore, 1999).

The first perspective is ethnocentric which has the attitude that diversity is unfavorable. Ethnocentrism can be defined as viewing members of one's own group as more positive and interpreting other social groups as more negative. Employees who are part of an ethnocentric culture use their own culture as a standard to judge all other cultures at work. This can be considered a group level version of individual prejudice. Research suggests that ethnocentric behavior is strengthened by authoritarianism and low moral development (Capehart-McMillan, 2003).

The second perspective is parochial which has a neutral attitude. It is assumed that diversity is not an issue at an organization. Managers can certainly demonstrate cultural blindness. The cultural norms of an organization can encourage managers to blind themselves of sex, age, and race and only see people as individuals that can be judged by professional skills. This concept causes problems with recognition and judgment. Recognition occurs when a manager can distinguish differences between various groups of individuals in the organization. However, the judgment call is hindered when the manager ignores the differences and believes that one group is not inherently better or worse from others; they are simply different. Blind managers perceive everyone to have the same values and behaviors even though it is not accurate. Nevertheless, to ignore differences is unproductive for the organization (Miroshnik, 2002).

The last perspective is synergistic which takes on a realistic and functional attitude. The synergistic concept is much less practiced than the ethnocentric or parochial perspectives. Synergism refers to managing and incorporating the values of all cultures involved in the organization. It can be defined as a two-way learning and adaptation process in which the organization and employees from diverse backgrounds change to

some degree to reflect cultural norms and values of the organization. Employees gradually assimilate a limited number of behaviors and values while preserving important differences among other dimensions. Nonetheless, managers are concerned not only with how to manage diversity, but how to capitalize on the benefits that diversity can bring to an organization (Capehart-McMillan, 2003).

The three concepts that were reviewed can be further illustrated by a discrimination model. The model was adopted from Allison (1999) who characterizes organizations along a continuum from discrimination and exclusion at one end, to anti-discrimination and inclusion on the other. Ethnocentric organizations are considered to be discriminatory by nature and promote dominance and reject differences. Parochial organizations fall into the middle ground and are termed non-discriminatory. These organizations tolerate differences and ignore the power difference between groups. Likewise, these organizations foster multiculturalism, but deny any form of discrimination exists internally. The other end of the spectrum is the synergistic organizations that can be described as anti-discriminatory. Such organizations promote diversity, actively seek inclusion, and eradicate exclusionary behaviors and barriers. Additionally, upper management and all employees collaborate to eliminate social oppression. Allison (1999) urges that all organizations should strive for this level, yet only a small number are able to achieve total inclusion. There are several reasons for this discontinuity, such as historical practices and policies along with other barriers effecting work conditions. Furthermore, change can only occur through vigorous critique and analysis of the organization.

Managing Diversity in the Workplace

The extent to which diversity is effectively and efficiently managed has an impact on the competitive and financial outcome of organizations. Organizations that recognize they should fully invest in all diverse employees in order to remain sustainable react by implementing a variety of initiatives to manage diversity. Although there is a broad range of initiatives that can be implemented training is one of the most widely used strategies when it comes to diversity. Likewise, it is a critical component to organizational effectiveness.

Diversity training is different from other forms of management training because it is often the first time individuals are exposed to such issues. The definition of diversity training varies from organization to organization, but the broad concept of training is the raised awareness about individual differences and the changes in the workforce. In due time gradual behavioral changes should occur to help effectively manage a diverse workforce (Wentling & Palma-Rivas, 1999).

Swanson (2002) emphasizes that diversity training has evolved over the years. For instance, in1980 it did not even make the top forty list of training topics reported by a Society of Human Resource Management (SHRM) study. Surprisingly, in 1998 another study conducted by SHRM reported a turn around with 75 percent of Fortune 500 firms and 36 percent of all other organizations having a diversity program in place. As one can see, diversity has become an important component to the work place. Similarly, in various organizations in the United Kingdom large-scale diversity training has been implemented. In fact, according to statistics 69 percent of organizations have diversity policies and 60 percent offer training (Driscoll, Field, & Rendry, 2007).

According to Albert (1994) many organizations consider diversity training both domestically and internationally more now than in the past. There are many important reasons for this trend, such as companies are becoming more global. Nevertheless, if organizations fail to implement diversity training it can be very costly. Many multinational corporations have lost an estimate of almost a quarter of a million dollars due to no interventions specifically for resolving diversity issues.

Many studies emphasize the importance organizations place on implementing diversity training. A study by Rosen and Rynes (1995) surveyed 785 human resource professionals about diversity training and its outcomes. It was found that 26 percent of respondents stated that their attitude changed and 30 percent had a behavioral change after training. Likewise, a positive perception of the "typical employee" in terms of diversity before training was only 9 percent yet after training it increased to 73 percent. As one can see the immediate outcomes of training were significant.

Carrell, Tracey, and Sigler (2006) conducted a 12 year longitudinal study to compare the changes in diversity policies and programs in organizations throughout the United States. In 2004, 46 percent of the respondents stated that there was a diversity program implemented in their organization, whereas, only 34 percent of respondents reported this in 1992. Subsequently, of the twelve various positive and negative organizational effects of diversity programs ten out of twelve had more desirable scores in 2004 compared to 1992. Overall, programs are producing more positive results within organizations in the present time than in the early 1990s.

Selected Diversity Training Models

There are many types of diversity training that can be used; however, there are three types of training that are very prominent including: awareness-based, skill-based, and integration based. There is overlap among the three training models, but there are differences as well that will be further explained (Wentling & Palma-Rivas, 1997).

Awareness-based training is among the most popular training related to diversity. This particular training is designed to increase employee knowledge and sensitivity to diversity issues. The major objectives are to provide information about diversity, increase awareness by uncovering assumptions and biases, assess attitudes and values, correct myths and stereotypes and foster feelings of unity, tolerance, and acceptance within an existing organizational culture. Nonetheless, awareness-based training programs may have different emphases. Many attempt to familiarize participants with demographic trends of the workforce, reinforce the impact diversity has on businesses, increase the awareness of barriers diverse groups encounter, and provide an understanding of the benefits diversity offers. Another heavy emphasis on the training is trying to influence attitude change about diversity. This can result in bias reduction training which encourages participants to identify and modify negative attitudes toward people who are different. Also, participants must uncover prejudice views that may be at the subconscious level. In addition, some programs are process-oriented that aim to uncover participants unconscious beliefs and biases. Hence, awareness-based training is not enough to change behavior; there is a need for individuals to develop skills. This is where the skill-based training becomes essential for organizations (Wentling & Palma-Rivas, 1997).

Skill-based training goes beyond raising awareness, and it usually used as a second phase. A major emphasis is changing job performance. It provides individuals with a set of fundamental skills to enable them to change their behavior that is conducive with work place diversity. There are three important objectives that the training strives to achieve: build diversity interaction skills, reinforce existing skills, and skill building methodologies. Skill-based training as educates individuals on specific cultural differences and how to respond to differences in the workplace. This particular training also provides tools to promote interaction among different social groups. Some tools that could be offered are coaching, empowering, feedback, interviewing, mentoring, delegating, and conflict resolution (Wentling & Palma-Rivas, 1997).

Lastly, integration-based training consists of organizations overlapping their diversity learning objectives into existing training programs. Integration occurs when diversity concepts are implemented into training programs in the organization, such as management development, team building, and leadership training programs. It is important to verify that diversity concepts are integrated into different programs the organization offers. These programs can range from orientation programs for new employees, supervisory development, or customer service (Wentling & Palma-Rivas, 1997).

There are many reasons to evaluate the impact and effectiveness of diversity training programs. First, there needs to be a pre and post assessment to determine if any changes were caused directly from the training objectives. Second, the return of investment needs to be measured in relation to the actual training costs (Wentling & Palma-Rivas, 1997). Rosen and Rynes (1995) suggest conducting a formative or

summative evaluation. A formative evaluation consists of providing suggestions for improvements to a program that is in practice, whereas, a summative evaluation would measure the effects after the program was administered. Evaluations are helpful to use as a justification for the need of training programs in organizations.

Future Trends in the 21st Century

The constant demographic changes within the United States population over the 20th century will enable further changes within the 21st century. There are many changes that will be occurring within the workforce in the next 50 years. Some of the key changes that will affect organizations throughout the United States consist of population growth, changes in gender and age structure, and racial and ethnic compositions (Toossi, 2002).

The population projections are based off of births, deaths, and net immigration rates. The remarkably high growth rate of the labor force in the last 50 years will be replaced by a much slower growth rate for the next decades to follow. The labor force consisted of 62 million individuals in 1950 and increased to 141 million in 2000 with an annual growth rate of 1.6 percent. The projected labor force will be approximately 192 million by 2050 with an annual growth rate of 0.6 percent. As one can see the annual growth rate will begin to decline over time. Nevertheless, with the gradual decline in participation rates in the labor force there will be many unfilled job positions (Toossi, 2002).

There has been a noticeable change in the gender structure in the workforce. In 1950 only 18 million women actively worked outside of the home. Over the years women were encouraged to not only be homemakers, but career women. Hence, by the year 2000, women were becoming more involved in the labor force. There were a total of 66

million women who were part of the labor force with an annual growth rate of 2.6 percent over the last 50 years. It is predicted that approximately 92 million women will be in the labor force by the year 2050 with an annual growth rate of 0.7 percent. As a result, women will make-up 48 percent of the overall workforce (Toossi, 2002).

The age structure in the workforce will face dramatic changes. With the aging baby boomer generation some of the older individuals will begin to retire, but others will continue to work. This will cause the labor force to consist of greater proportions of senior citizens in the next two decades. The age group of 55 years and older is projected to make up 19 percent of the labor force by 2050. As one can see the work force will have older participation rates than the present time. This is a significant change that employees will need to take into consideration (Toossi, 2002).

Since the 1950s the United States population has become more racially and ethnically diverse. Thus, this carried over into the labor force. One of the major factors of the increase of racial and ethnic diversity is immigration. Most immigrants come to the United States seeking out jobs with better wages than what is offered in their countries. Likewise, many immigrants come from countries that promote high-fertility rates, so they have higher fertility rates that American born citizens. Ultimately, this factor contributes to the growing diversity in the United States and the labor force. The various races and ethnicities are projected to significantly change within the next few decades. The Caucasian group will slowly start to decline in numbers and result in 54 percent of the total population by the year 2050. On the flipside, the Hispanic group is expected to grow annually by 3.1 percent and make up 23 percent of the total population by 2050. The African-American group is anticipated to increase to 15 percent of the total population

followed by Asians who will make up 10 percent of the population by 2050. Ultimately, roles will be reversed and the Caucasian group will eventually become the minority group in the United States (Toossi, 2002).

Conclusion

Diversity is a difficult term to define. It can be defined in a broad or narrow scope. Looking at diversity from a broad perspective it aims to include individuals from all diverse backgrounds, yet a standard definition has not been established. Surprisingly, diversity has been prevalent in the United States for hundreds of years, but only in the more recent centuries has it become a standing issue of importance. The changing demographic composition is influencing the labor force, and many factors are raising issues in organizations. For instance, there is an increase in the number of women and ethnic minorities as well as individuals with disabilities who are in the labor force. Also, individuals are continuing to get older. All of these factors are shaping organizations regardless if change is desired.

There are many advantages that organizations can gain from welcoming and promoting a diverse workforce. It is believed that diversity will give an organization a competitive edge with talented employees. However, there are many unforeseen challenges and organizational and personal barriers that diverse individuals may endure. Some of the most common organizational barriers are discrimination, prejudice, unsupportive organizational culture, and exclusion. Additionally, personal barriers may consist of work-life balance, image, self-esteem, and lack of educational attainment.

Organizations have varying concepts on how they perceive diversity. Some organizations may very well knowingly promote barriers that will hinder the careers and

performance of others while other organizations may turn their heads the other way resulting in negligence. Meanwhile, organizations can take the realistic and functional standpoint and incorporate diversity into the organizational culture. Nevertheless, diversity will continue to be present in organizations.

Managing diversity can be more difficult for some organizations depending on their stance on diversity as a whole. Nonetheless, there are a wide variety of initiatives that can be used to solve or improve issues. One of the most common initiatives used is diversity training. Research indicates how important and beneficial training can be for an organization. Therefore, diversity training should be an integral part of managing diversity. In the future, diversity will continue to be an issue because of the growing diverse population in the United States. As diversity becomes more complex, diversity training will be an essential tool that can be used to foster acceptance.

Chapter III: Discussion

The purpose of this study is to examine organizational practices of workforce

diversity and to better understand how organizations manage diversity. This chapter

provides a critical analysis of the four research questions that were covered throughout

the comprehensive literature review. The study will provide Human Resource

Development (HRD) professionals who specialize in training with valuable research and

recommendations to take the initiative to engage in training actions that will strengthen

employees and the company. HRD professionals will have the opportunity to make a

difference for everyone in the workplace.

Critical Analysis

There were four research questions that this study addressed:

1. What are the barriers inhibiting the employment and retention of diverse groups in
   the workplace?

2. How is diversity conceptualized in various organizations?

3. What are some selected diversity training programs?

4. What are the future trends related to diversity in the workplace?

The following is a critical analysis of the research questions.

What are the barriers inhibiting the employment and retention of diverse groups

in the workplace? There are organizational and individual barriers that disadvantage

employees who belong to diverse groups. Even after the Civil Rights movement there are

still various forms of barriers in the workplace. Many organizations still have

discrimination and prejudice views embedded into policies and practices that make it

very difficult for employees to advance. Additionally, individual barriers can vary from

person to person, but image and self-esteem appear to be strong factors that can negatively influence someone especially in terms of recruiting and selecting.

How is diversity conceptualized in various organizations? There are three broad approaches of diversity including: ethnocentric, parochial, and synergistic. At one end of the spectrum is ethnocentrism which views diversity as unpleasant in an organization and discriminates against individuals who are in diverse groups. Parochial is in the middle of the spectrum which has a neutral point of view in terms of diversity. However, it neglects to recognize that there are differences among employees. Lastly, synergistic is on the other end of the spectrum, and it recognizes and accepts diversity in the workplace. This view attempts to eradicate all organizational barriers.

What are some selected diversity training programs? There are three common training models used in organizations today. The first model is awareness-based. It is the most commonly used in organizations. It is focused on increasing knowledge and acceptance of others. Moreover, it provides clarification on assumptions and myths that are very misleading to individuals. The second model is skill-based that can be viewed as the next necessary step. This model provides individuals with behavioral skills that they can use to respond to various situations. Also, interaction skills are provided to encourage individuals to communicate with others who are not in their social groups. Lastly, the integration-based model is used to apply diversity concepts and principles into other training programs within a organization.

What are the future trends related to diversity in the workplace? The United States population continues to rapidly change, and it is becoming more diverse. There are more women working in the workforce then ever in the past. It will be no surprise that

almost half of the labor force will be comprised of women within the next few decades. Nevertheless, more immigrants are residing in the United States which will eventually make Caucasian individuals the "minority group". Hence, it will be interesting to notice if diverse individuals will be dispersed in various positions throughout organizations, or if they will primarily hold lower-level positions. Lastly, the aging workforce will cause significant dilemmas. More individuals will be retiring then entering the labor force so there will be many unfilled positions. Many organizations will need to consider restructuring to accommodate for the loss of manpower. Overall, the composition of the labor force will face changes in the upcoming years.

Recommendations

In order to assist the Human Resource Development professional in managing diversity in organizations, the following recommendations are made as a result of the literature review and critique.

1. It is recommended that Human Resource Development professionals become experts in the field of diversity in order to effectively deliver training.

2. It is recommended that diversity concepts and principles are incorporated into all training programs.

3. It is recommended that diversity training should be integrated into other types of training, such as team building and new employee orientation.

4. It is recommended as demographics continue to change that education and training is provided to all employees.

5. It is recommended that diversity training is not the only strategy for addressing diversity issues. There should be additional initiatives to support training.

6. It is recommended that there is an evaluation component to determine if a training program is achieving the program objectives or not.

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Appendix A: Institutional Review Board Form

University of Wisconsin Stout
Protection of Human Subjects in Research Form

Data collection analysis cannot begin until there has been IRB approval of this project.

Directions:

- **Individuals who have completed the UW-Stout Human Subjects Training and can prove certification are eligible to file this form.**
- **This form must be filed and approved _prior_ to any student (undergraduate or graduate), faculty, or staff conducting research.**
- **Complete this form on-line and print. _Handwritten forms will not be accepted_. _For your benefit, save your completed form in case it needs to be revised and resubmitted._**
- **Send or take the completed form, with required signatures and required materials attached, to Research Services, 152 Voc. Rehab. Building.**
- **This is a professional document; please check spelling, grammar and punctuation.**

Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

A human subject is defined as a living individual about whom an investigator obtains either 1) data through intervention or interaction with the individual; or 2) identifiable private information.

Investigator(s):
Name: Cassandra Cantu ID: 0447918 Daytime Phone # 715-803-3455
e-mail address: cantuc@uwstout.edu Signature: _____

For students:
Research Advisor's Name: Dr. Ed Biggerstaff Department: Psychology
Signature: _____Date of Approval: _____
Research Advisor: Have you completed UW-Stout's Human Subjects Training? Yes ☒ No☐.
Reminder: You must have completed the new training after January 2, 2007.

Project Title: A Comprehensive Study and Critical Analysis of Diversity Management in Organizations

Sponsor (Funding agency, if applicable): **N/A**
        Is this project being supported by Federal funding? Yes ☐ No ☒

        You must answer all of the following questions completely and attach all required forms.

1.   Describe the proposed research/activity stating the objectives, significance, and detailed methodology (approximately 250-500 words; descriptions are to be written in future tense).

    Objectives:

    The purpose of the study is to address the current phenomenon of diversity mangement in

    organizations. The paper will identify the barriers inhibiting the employment and retention of

    diverse groups in the workplace, how diversity is conceptualized in organizations, the

    justification behind managing diversity, effective strategies to manage diversity, selected

diversity training programs, and future trends related to diversity in the workplace. This will be achieved by conducting a comprehensive literature review, an analysis, and a critique of the findings related to diversity management.

Significance:

This study will provide practical recommendations for professionals in Human Resource Management fields.

Detailed Methodology:

The compilation of resources used to conduct the comprehensive literature review will be collected by using the University of Wisconsin-Stout's library databases and catalog system as well as web-based diversity resources.

2. **Is this research?**
    (a) Is your activity intended for public dissemination? Yes ☒ No ☐
    (b) Can it reasonably be generalized beyond the research sample? Yes ☐ No ☒
If you answered no to these two questions, do not continue with this form. Stop here and submit form.
3. Does your research involve human subjects or official records about human subjects? Yes ☐ No ☒
If yes, continue with this form. If no, stop here and submit form.

4. Are you requesting exemption from IRB review in one of the federally approved categories? If yes, please reference OHRP website
    http: www.hhs.gov ohrp humansubjects guidance 45cfr46.htm#46.101 and select category that applies and continue with form. **If no, continue with Question #6 regarding Human Subjects Training.**

    ☐ (1) Is your research conducted in established or commonly accepted educational settings, involving normal education practices?
    ☐ (2/3) Is your research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior, AND identifying information will not be collected?
    ☐ (4) Is your research involving the collection or study of existing data, documents, records, or pathological or diagnostic specimens?
    ☐ (5) Is your research involving studying, evaluating, or examining public benefit or service programs AND conducted through a federal agency?
    ☐ (6) Is your research involving taste and food quality evaluation or consumer acceptance studies?

5. Human subjects training must be completed prior to filing this form. Have you completed UW-Stout's Human Subjects Training (http://www.uwstout.edu/rs/hstraining/index.htm)? Yes ☐ No ☐

6. Please note that research cannot begin until this project has been approved by the IRB. When is the data collection for the research *intended* to begin and end?   to   (enter month/year)

7. Can the subjects be identified directly or through any type of identifiers? Yes ☐ No ☐ If yes, please explain.

8. Special precautions must be included in your research procedures if any of these special populations or research areas are included.

Are any of the subjects:
(a) minors (under 18 years of age)?   Yes ☐
    No ☐
    (consent from parent & subject required)
(b) legally incompetent?   Yes ☐
    No ☐
(c) prisoners?   Yes ☐
    No ☐
(d) pregnant women, if affected   Yes ☐
    No ☐
    by the research?
(e) institutionalized?   Yes ☐
    No ☐
(f) mentally incapacitated?   Yes ☐
    No ☐

Does the research deal with questions concerning:
(a) sexual behaviors?   Yes ☐ No ☐
(b) drug use?   Yes ☐ No ☐
(c) illegal conduct?   Yes ☐ No ☐
(d) use of alcohol?   Yes ☐ No ☐

9. Voluntary participation/consent form:
    Expected Number of Participants

    Describe the method:
    (a) for selecting subjects.

    (b) for assuring that their participation is voluntary. If subjects are children and they are capable of assent, they must give their permission, along with that of their parent, guardian, or authorized representative. NOTE: A school district cannot give permission or consent on behalf of minor children.

10. Procedures: Describe how subjects will be involved in detail.

    If the study:
    (a) involves false or misleading information to subjects, or
    (b) withholds information such that their informed consent might be questioned, or
    (c) uses procedures designed to modify the thinking, attitudes, feelings, or other aspects of the behavior of the subjects,
    describe the rationale for that, how the human subjects will be protected and what debriefing procedures you will use.

11. Special precautions must be included in your research procedures if you are doing an online survey.
    Are you doing an online survey?   Yes ☐   No ☐
If yes, please answer the following questions. If no, please skip to the next question.

    (a) Will your survey results be posted on a website that could be accessed by individuals other than
        the investigators?   Yes ☐ No ☐

(b) Does the URL for the survey include information that could identify individuals, such as a student
ID? Yes ☐ No ☐

(c) When you send out an email inviting subjects to complete the survey:
Will you place all of the email addresses in the "bcc" line? Yes ☐ No ☐
Will you have the "read receipt" function turned off? Yes ☐ No ☐

(d) If your survey contains questions where the subjects choose from a drop-down menu, do they have
the option to choose "no response" or to leave the question blank?
Yes ☐ No ☐ No drop-down
questions ☐

**If in question #11, you answered "yes" to question (a) or (b), or if you answered "no" to question (c)
or (d), please address your reason(s) when completing question #12.**

12. Confidentiality: Describe the methods to be used to ensure the confidentiality of data obtained.

13. Risks: Describe the risks to the subjects and the precautions that will be taken to minimize them.
(Risk includes any potential or actual physical risk of discomfort, harassment, invasion of privacy,
risk of physical activity, risk to dignity and self-respect, and psychological, emotional, or behavioral
risk.) Also, address any procedures that might be different from what is commonly established
practice for research of this type.

14. Benefits: Describe the benefits to subjects and/or society. (These will be balanced against risk.)

15. Attachments to this form: (NO ACTION WILL BE TAKEN WITHOUT THESE FORMS)

(a) Consent form(s). Form(s) should include explanation of procedures, risk, safeguards, freedom to
withdraw, confidentiality, offer to answer inquiries, third party referral for concerns, and signature
(only if the subjects can be identified by any means). If the survey is strictly anonymous, then a
signature is not required). Sample consent forms can be found at http: www.uwstout.edu
rs documents cform.doc

(b) Questionnaire/Survey Instrument. The final version of the Questionnaire/Survey instrument must
be attached. Also, if the survey is being conducted verbally, a copy of the introductory comments and
survey questions being asked must be attached to this form. If your survey includes focus group
questions, a complete list of the questions should be attached. For research using a
published/purchased instrument, a photocopy of the complete survey will suffice.

(c) Printed copy of the UW-Stout Human Subjects Training Certification

The project or activity described above must adhere to the University's policies and institutional assurance
with the U.S. Department of Health and Human Services regarding the use of human subjects. University
review and approval is required. **REMINDER: You are in violation of UW-Stout, UW System, and
federal government policies if you begin your study before IRB approval is obtained.**

Projects that are not completed within one year of the IRB approval date must be submitted again. Annual
review and approval by the IRB is required. Projects that are determined to be exempt from IRB review
hold exempt status for a period of 5 years, unless there are significant changes to the project.

Institutional Review Board Action:

_____ Project is exempt from IRB review under category _____. Exemption holds for 5 years.

_____ Project approved through expedited review.

_____ Project approved through expedited review provided minor modifications are completed.

_____ Project approved through the full board review process; date of meeting:

_____ _____ _____

_____ Additional information is requested. Please see attached instructions and resubmit.

_____ Project not approved at this time.

_____ Project does not include human subjects.

_____ Project is not defined as research.

Signature:

_____
Institutional Review Board Chair or Designee

Date

IRB Approved 12/15/06

Appendix B: Institutional Review Board Approval

152 Voc Rehab Building

STOUT

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-1126
715/232-1749 (fax)

Date: September 10, 2008

To: Cassandra Cantu

Cc: Ed Biggerstaff

From: Sue Foxwell, Research Administrator and Human   *Susan Foxwell*
Protections Administrator, UW-Stout Institutional
Review Board for the Protection of Human
Subjects in Research (IRB)

Subject: **Protection of Human Subjects**

After review of your project, "*A Comprehensive Study and Critical Analysis of Diversity
Management in Organizations*," I concur that your research **does not** involve human subjects or
official records about human subjects. Therefore, your project does not need further review and
approval of the Institutional Review Board (IRB) for the Protection of Human Subjects.

> This project has been reviewed by the UW-Stout IRB as required by the Code of
> Federal Regulations Title 45 Part 46

Thank you for your cooperation with the IRB and best wishes with your project.

*NOTE: This is the only notice you will receive – no paper copy will be sent.