

# CHAPTER 2

## Diversity in Organizations

(Click on the title when connected to the Internet for online video teaching notes.)

### LEARNING OBJECTIVES (ppt 2-2)

After studying this chapter, students should be able to:

1. Describe the two major forms of workforce diversity.
2. Identify the key biographical characteristics and describe how they are relevant to OB.
3. Define intellectual ability and demonstrate its relevance to OB.
4. Contrast the two types of ability.
5. Describe how organizations manage diversity effectively.
6. Show how culture affects our understanding of biographical characteristics and intellectual abilities.

### INSTRUCTOR RESOURCES

Instructors may wish to use the following resources when presenting this chapter.

#### **Text Exercises**

- Myth or Science? “Men Are Better at Science and Math Than Are Women”
- An Ethical Choice: “Are You More Biased Than You Think?”
- International OB: The Benefits Of Cultural Intelligence
- Point/Counterpoint: The Time Has Come To Move Past Race And Ethnicity
- Questions for Review
- Experiential Exercise: Feeling Excluded
- Ethical Dilemma: You Must Have Sex

#### **Text Cases**

- Case Incident 1: The Flynn Effect
- Case Incident 2: What does Diversity Training Teach?

#### **Instructor’s Choice**

This section presents an exercise that is NOT found in the student's textbook. Instructor's Choice reinforces the text's emphasis through various activities. Some Instructor's Choice activities are centered on debates, group exercises, Internet research, and student experiences. Some can be used in-class in their entirety, while others require some additional work on the student's part. The course instructor may choose to use these at anytime throughout the class—some may be more effective as icebreakers, while some may be used to pull together various concepts covered in the chapter.



## WEB EXERCISES

At the end of each chapter of this Instructor's Manual, you will find suggested exercises and ideas for researching the WWW on OB topics. The exercises "Exploring OB Topics on the Web" are set up so that you can simply photocopy the pages, distribute them to your class, and make assignments accordingly. You may want to assign the exercises as an out-of-class activity or as lab activities with your class.

### SUMMARY AND IMPLICATIONS FOR MANAGERS (ppt 2-16, 2-17))

This chapter looked at diversity from many perspectives. We paid particular attention to three variables—ability, biographical characteristics, and learning. Let's summarize what we found and consider its importance for a manager trying to understand organizational behavior.

**Ability** –Ability directly influences an employee's level of performance. Given the desire to get high-performing employees, what can a manager do about ability?

First, an effective selection process will improve the fit between employees and job requirements. A job analysis will provide information about jobs currently being done and the abilities individuals need to perform the jobs adequately. Applicants can then be tested, interviewed, and evaluated on the degree to which they possess the necessary abilities.

Second, promotion and transfer decisions affecting individuals already in the organization's employ should reflect candidates' abilities. As with new employees, care should be taken to assess critical abilities incumbents will need in the job and match those with the organization's human resources.

Third, managers can improve the fit by fine-tuning the job to better match an incumbent's abilities. Often, modifications with no significant impact on the job's basic activities, such as changing equipment or reorganizing tasks within a group, can better adapt work to the specific talents of a given employee.

**Biographical Characteristics** –We can readily observe biographical characteristics, but that doesn't mean we should explicitly use them in management decisions. We also need to be aware of implicit biases we or other managers may have.

**Diversity Management** –Diversity management must be an ongoing commitment that crosses all levels of the organization. Group management, recruiting, hiring, retention, and development practices can all be designed to leverage diversity for the organization's competitive advantage. Policies to improve the climate for diversity can be effective, so long as they are designed to acknowledge all employees' perspectives. One-shot diversity training sessions are less likely to be effective than comprehensive programs that address the climate for diversity at multiple levels.

This chapter opens with a vignette describing the efforts of Nebraska Furniture Mart (NFM) to recruit and retain employees in a tight labor market. The solution exemplifies how diversity in the workplace can be a win-win situation. The activities were used by Ed Lipsett, the NFM director of human resources, to direct to the Hispanic community. Although met with skepticism from the local Hispanic community, the company's actions eventually convinced the community that NFM was a new partner in economic growth.

## BRIEF CHAPTER OUTLINE

### I. INTRODUCTION

- Ethnicity is only one of the characteristics people bring when they join an organization.
- The chapter looks at how ethnicity and individual differences in the form of ability affect employee performance and satisfaction.

### II. DIVERSITY (ppt 2-2)

1. We are not all the same!
2. Demographic Characteristics of the U.S. Workforce are changing.
3. Levels of Diversity are surface and deep.
4. Unfair Discrimination is problematic.

### III. BIOGRAPHICAL CHARACTERISTICS (ppt 2-3, 2-4, 2-5)

1. Introduction
  - a. Start with factors that are readily available in an employee's personnel file.  
There is a sizable amount of research on these factors (age, gender, length of service).
2. Age
3. Gender
4. Race and Ethnicity
  - a. Controversial Issue
  - b. Seven Categories:
    - 1) American Indian
    - 2) Alaska Native
    - 3) Asian
    - 4) Black or African American
    - 5) Native Hawaiian
    - 6) White
    - 7) Two or more races
5. Additional characterizations
6. Research into effects of race and ethnic diversity
  - a. Employees tend to favor colleagues for their own race in performance evaluations, promotion decisions, pay raises.
  - b. Different attitudes on affirmative action with more African-Americans preferring such programs than do whites.
  - c. African-Americans generally do worse than whites in employment decisions.
  - d. No statistical difference between Whites and African-Americans in observed absence rates, applied social skills at work, or accident rates.
  - e. African-Americans and Hispanics have higher turnover rates than Whites.
7. Disabilities Act (ADA) 1990
8. Other Biographical Characteristics: Tenure, Religion, Sexual Orientation, and Gender Identity
  - a. Tenure
  - b. Religion
  - c. Sexual Orientation
  - d. Gender Identity

### IV. ABILITY (ppt 2-6, 2-7)

- Ability** is an individual's current capacity to perform various tasks in a job.
1. Intellectual Abilities needed to perform mental abilities (ppt 2-8)
  2. Physical Abilities have nine basic abilities (Exhibit 2-2) (ppt 2-9, 2-10, 2-11)
  3. The Role of Disabilities is significant (ppt 2-12)
  4. Attracting, Selecting, Developing, and Retaining Diverse Employees
    - a. Target recruiting efforts toward underrepresented groups.

- b. Selection process is among the most important for diversity efforts.
- 5. Diversity in Groups
  - a. Groups are an essential part of organizational settings.
- 6. Effective Diversity Programs (ppt 2-13)
  - a. Effective Diversity programs have three components.
  - b. Most concern about diversity deals with fair treatment.

#### V. GLOBAL IMPLICATIONS

- 1. Biographical Characteristics (ppt 2-15)
  - a. Relations described here are not necessarily evident across cultures.
  - b. More research on cross-cultural factors is needed.
- 2. Intellectual Abilities (ppt 2-15)
  - a. Evidence is strong that structures and measures of intellectual abilities cross cultures.
  - b. Specific mental abilities indicate a higher-order factor called general mental ability.
- 3. Diversity Management (ppt 2-15)
  - a. International differences in managing workforce diversity exist.

## ENHANCED CHAPTER OUTLINE

### I. INTRODUCTION

- Ethnicity is only one of the characteristics people bring when they join an organization.
- The chapter looks at how ethnicity and individual differences in the form of ability affect employee performance and satisfaction.

### II. DIVERSITY

1. We are not all the same!
  - a. Effective diversity management increases an organization's access to the widest pool of skills, abilities, and ideas.
  - b. Differences lead to miscommunication, misunderstanding, and conflict.
2. Demographic Characteristics of the U.S. Workforce
  - a. Predicted change to the U.S. workforce has happened.
  - b. Ethnic groups comprise a larger component of the workforce.
  - c. Earnings Gaps between groups, including gender, have narrowed.
  - d. Aging workforce is important concern for U.S. corporations.
3. Levels of Diversity
  - a. Demographics mostly reflect surface-level diversity.
  - b. Secondary diversity factor is deep-level diversity.
4. Discrimination
  - a. Discrimination is to note a difference between things.
  - b. Unfair discrimination is assuming stereotypes about groups and refusing to recognize differences.
  - c. Exhibit 2-1 lists definitions and examples of different types of discrimination (page 43)
  - d. Under increasing legal scrutiny and social disapproval, most forms have faded.
  - e. May have resulted in an increase in covert forms such as incivility or exclusion.
  - f. Some forms are difficult to affect because they are unobservable.
  - g. Whether intentional or not, serious negative consequences may arise for employers.
  - h. Diversity is a broad term, and workplace diversity can describe any characteristic that makes one person different from another.

### III. BIOGRAPHICAL CHARACTERISTICS

1. Introduction
  - a. Start with factors that are readily available in an employee's personnel file. There is a sizable amount of research on these factors (age, gender, length of service).
2. Age
  - a. It is tempting to assume that age is also inversely related to absenteeism.
  - b. There is a widespread belief that productivity declines with age and that individual skills decay over time.
  - c. The relationship between age and job satisfaction is mixed.
3. Gender
  - a. There are few, if any, important differences between men and women that will affect their job performance, including the areas of:
    - 1) There is no significant difference in job productivity between men and women.
    - 2) Women are more willing to conform to authority.
    - 3) There is a difference between men and women in terms of preference for work schedules.
4. Race and Ethnicity
  - a. Controversial Issue

- b. Seven Categories:
  - 1) American Indian
  - 2) Alaska Native
  - 3) Asian
  - 4) Black or African American
  - 5) Native Hawaiian
  - 6) White
  - 7) Two or more races
5. Additional characterizations
  - a. English Speaker
  - b. Hispanic
6. Research into effects of race and ethnic diversity
  - a. Employees tend to favor colleagues from their own race in performance evaluations, promotion decisions, pay raises.
  - b. Different attitudes on affirmative action with more African-Americans preferring such programs than do whites.
  - c. African-Americans generally do worse than whites in employment decisions.
  - d. No statistical difference between Whites and African-Americans in observed absence rates, applied social skills at work, or accident rates.
  - e. African-Americans and Hispanics have higher turnover rates than Whites.
7. Disability
  - a. With the Americans with Disabilities Act (ADA) in 1990, individuals with disabilities became an increasing number in U.S. workforce.
  - b. Requires reasonable accommodation for disabilities.
  - c. A person is disabled who has any physical or mental impairment that substantially limits one or more major life activities.
  - d. So broad in definition that generality to work is very difficult to make.
  - e. The “reasonable accommodation” is problematic for employers.
  - f. Strong biases exist against those with mental impairment.
  - g. Research on workers with disabilities have found:
    - 1) They receive higher performance evaluations.
    - 2) Based on lower performance expectations.
    - 3) They are less likely to be hired.
8. Other Biographical Characteristics: Tenure, Religion, Sexual Orientation, and Gender Identity
  - a. Tenure
    - 1) The issue of the impact of job seniority on job performance has been subject to misconceptions and speculations.
    - 2) Extensive reviews of the seniority-productivity relationship have been conducted.
    - 3) Tenure is also a potent variable in explaining turnover.
    - 4) Tenure has consistently been found to be negatively related to turnover and has been suggested as one of the single best predictors of turnover.
    - 5) The evidence indicates that tenure and satisfaction are positively related.
  - b. Religion
    - 1) Religion is a touchy subject and often results in conflicts, especially between employees’ belief systems.
    - 2) Although employees are protected by U.S. federal law regarding their religion, it is still an issue in the workplace.
    - 3) Accommodation of religious beliefs and non-discriminatory practices are two areas that need to be addressed by companies.
  - c. Sexual Orientation
    - 1) Federal law does not protect employees against discrimination based on sexual orientation.
    - 2) Employers differ regarding their policies on this issue.

- d. Gender Identity
  - 1) Often referred to as transgender employees, this topic encompasses those individuals who change genders.

#### IV. ABILITY

**Ability** is an individual's current capacity to perform various tasks in a job.

1. Intellectual Abilities
  - a. Needed to perform mental abilities—thinking, reasoning, problem solving
  - b. Jobs differ in the demands placed on intellectual abilities.
  - c. Dimensions of intellectual ability (Exhibit 2-1)
  - d. Recent research in the area of multiple intelligences
2. Physical Abilities
  - a. Less skilled and more standardized jobs
  - b. Nine basic abilities involved in the performance of physical tasks (Exhibit 2-2)
3. The Role of Disabilities
  - a. Importance of ability at work increases difficulty in formulating workplace policies that recognize disabilities.
  - b. Disabilities are not problematic in reality in job decisions.
  - c. Diversity programs include and are meant for everyone.
4. Attracting, Selecting, Developing, and Retaining Diverse Employees
  - a. Target recruiting efforts toward underrepresented groups.
  - b. Selection process is among the most important for diversity efforts.
  - c. Deep-level diversity seems to be very important in shaping people's reactions to one another.
  - d. Research suggests that stores that fostered a positive diversity climate were able to capitalize on their diverse workforce to make more money.
  - e. Demographic differences have been found to be associated with higher turnover in new hires.
  - f. Longer periods of time found that demographics were less of a predictor of turnover.
  - g. And, all workers appear to prefer organizations that value diversity.
5. Diversity in Groups
  - a. Groups are an essential part of organizational settings.
  - b. If employees feel no cohesion or sense of membership, group attributes are likely to be less.
  - c. Does diversity help or hurt group performance?
    - 1) It can help.
    - 2) It can hurt.
    - 3) Emphasize higher-level similarities among members.
    - 4) Transformational leaders are more effective managing diverse teams.
6. Effective Diversity Programs
  - a. Effective Diversity programs have three components.
  - b. Most concern about diversity deals with fair treatment.
  - c. Organizational leaders should look for underrepresentation in the organization
  - d. Safeway's diversity program addresses the issues needed to establish an effective diversity program.

#### V. GLOBAL IMPLICATIONS

1. Biographical Characteristics
  - a. Relations described here are not necessarily evident across cultures.
  - b. More research on cross-cultural factors is needed.
2. Intellectual Abilities
  - a. Evidence is strong that structures and measures of intellectual abilities cross cultures.
  - b. Specific mental abilities indicate a higher-order factor called general mental

- ability.
  - c. IQs vary to some degree across cultures, but are much smaller than one would consider educational or economic differences.
3. Diversity Management
- a. International differences in managing workforce diversity exist.
  - b. Each country has its own legal framework for diversity.
  - c. Types of demographic differences are different from country to country.



# Myth or Science?

## “Men Are Better at Science and Math Than Are Women”

### CLASS EXERCISES

This statement is partially false but partially true. The answer is not entirely straightforward because being “good at science” taps into several types of abilities. The consistent difference between the numbers of men and women obtaining graduate degrees in some math, science, and engineering fields cannot be denied. The National Science Foundation has focused much attention on this issue, noting that women make up only about a quarter of physical scientists and engineers but nearly half the U.S. workforce. A number of possible explanations have been offered. Many focus on sociological factors, like the lack of female faculty and other role models in these fields, and a tendency for teachers to have higher expectations for boys in math and science areas. The possibility that underlying gender differences in ability contribute to gender differences in scientific careers is a major social and political flash point. When Larry Summers (president of Harvard University before becoming one of President Barack Obama’s senior advisors) proposed that men are genetically more likely to have exceptional abilities in math and science, he received intense criticism that contributed to his decision to resign.

Did Summers have a point? As we’ve noted, men and women generally do equally well on tests of general mental ability. However, men’s scores on standardized math ability tests show more variability than women’s—men are more likely to be exceptionally low or exceptionally high in math abilities. While there is not much difference between men and women in general mental ability, that doesn’t mean men and women do equally well in all aspects—men tend to score significantly higher on mathematical ability whereas women score higher on verbal ability. These differences appear early—even in kindergarten-age children. Boys score higher on mathematics and science tests, whereas girls score significantly higher in tests of reading and writing ability. Girls do as well as or better than boys in elementary school when math courses require computational knowledge and algebra, but males show higher scores when visual-spatial abilities are important, as in geometry, physics, and calculus.

Bear in mind that scientific careers do require a substantial amount of writing, one of the areas where women consistently perform better than men. A second point is the fairly dramatic change in the upper reaches of ability test scores. In the 1970s in the SAT math test, 13 boys scored over 700 for every girl who did. By 2005 the ratio was 2.8 boys for every girl. Third, specialized education programs to improve visual-spatial abilities can reduce the gap in test scores. Finally, women who are high achievers in math and science subjects are more likely to major in scientific disciplines such as biology and medicine than high-achieving men, so just because women are not represented in physics and engineering does not mean they are consistently opting out of scientific careers.

### Teaching Notes

1. Ask students to discuss in class the factors introduced in the text. What does each student believe in agreement or disagreement with points made about the differences?
2. Have students relate their own experiences with math and science education to determine if any of them can remember seeing differences in gender performance.

## An Ethical Choice

### “Are You More Biased Than You Think?”

Late one Wednesday afternoon, a 34-year-old white woman sat down in her Washington, D.C., office to take a test. She prided herself on being a civil rights advocate, and her office décor gave ample testament to her liberal beliefs.

The woman accessed a test on a Web site run by a research team at Harvard. The test was relatively simple: it asked her to distinguish between a series of black and white faces. When she saw a black face, she was to press a key on the left, and when she saw a white face, she was to press a key on the right. Next, she was asked to distinguish between a series of positive and negative words. Words such as wonderful required pressing the “i” key, words such as terrible required pressing the “e” key. The test remained simple when two categories were combined: The person pressed “e” if she saw either a white face or a positive word, and she pressed “i” if she saw either a black face or a negative word.

Then the groupings were reversed. The test now required the woman to group black faces with positive words and white faces with negative words. Her index fingers hovered over her keyboard. She leaned forward intently. She made no mistakes, but it took her longer to correctly sort the words and images. Her result appeared on the screen, and the activist became very silent. The test found she had a bias for Whites over Blacks.

“It surprises me I have any preferences at all,” she said. “By the work I do, by my education, my background, I’m progressive, and I think I have no bias. Being a minority myself, I don’t feel I should or would have biases.”

As it turns out, evidence is starting to accumulate—more than 60 studies so far—showing most people have these sorts of implicit biases. They’re implicit because we don’t consciously realize they’re there. But they are. We may have implicit biases against minorities or women, or people of a certain religion or sexual orientation. Some people do not have an implicit bias in one area (say, toward race) but do in another area (say, toward Republicans).

So how can organizations deal with these latent biases? The very fact that they are unconscious is part of the reason they may be hard to confront or change. “Mind bugs operate without us being conscious of them,” says one of the Harvard researchers. “They are not special things that happen in our heart because we are evil.” Using objective criteria for evaluating performance appears to help minimize the influence of these biases, as we will see in our discussion of diversity management strategies. It also is likely that making yourself aware of your potential unconscious biases will make it easier for you to take conscious steps to offset these biases.

Sources: Based on L. S. Son Hing, G. A. Chung-Yan, L. K. Hamilton, and M. P. Zanna, “A Two-Dimensional Model that Employs Explicit and Implicit Attitudes to Characterize Prejudice,” *Journal of Personality and Social Psychology* 94, no. 6 (2008), pp. 971–987; A. S. Baron and M. R. Banaji, “The Development of Implicit Attitudes: Evidence of Race Evaluations from Ages 6 and 10 and Adulthood,” *Psychological Science*, January 2006, pp. 53–58; and S. Vedantam, “See No Bias,” *Washington Post*, January 23, 2005, p. W12.

**Teaching Notes**

1. Have your students sign a statement that they understand that they are going to participate in a survey about people's biases, that they have chosen to participate voluntarily, and that they have the right to opt out of the survey without penalty.
2. Have your students go to <https://implicit.harvard.edu/implicit/demo>.
3. Have students enter the demo site.\* Follow instructions to reach the index of available surveys. Ask each participating student to select two of the fourteen surveys to take.
4. After completing the surveys, ask students to discuss what they found. Each survey will have multiple participants in the class depending on how large the class is. Or, you can specifically ask students to do specific surveys to ensure most of them are covered.

\* Permission granted for student access to this site by Project Implicit, Nov. 3 2009.

# International OB

## The Benefits of Cultural Intelligence

Have you ever noticed that some individuals seem to have a knack for relating well to people from different cultures? Some researchers have labeled this skill cultural intelligence, an outsider's natural ability to correctly interpret an individual's unfamiliar gestures and behaviors. Cultural intelligence is valuable when conducting business with people from different cultures, because when misunderstandings occur, cooperation and productivity may suffer.

Consider this: A U.S. manager was meeting with his fellow design team engineers, two of whom were German. As ideas floated around the table, the Germans quickly rejected them. The American thought the feedback was harsh and concluded his German colleagues were rude. However, they were merely critiquing the ideas, not the individual—a distinction the U.S. manager was unable to make, perhaps due to a lack of cultural intelligence. As a result, he became wary of contributing potentially good ideas. Had he been more culturally intelligent, the U.S. executive likely would have recognized the true motives behind his colleagues' remarks and thus might have been able to use them to improve his ideas.

It is unclear whether cultural intelligence is separate from other forms of intelligence, such as emotional intelligence, and even whether it is different from general mental ability. Researchers propose that people who are both able and willing to simultaneously recognize their own culture and the culture of others will be higher in cultural intelligence. Being able to recognize, adjust, and correct your typical way of thinking and recognize alternative cultural points of view does require cognitive resources, so some aspect of general mental ability likely affects cultural intelligence. Whether it is distinct from general mental ability or not, the ability to interact well with individuals from different cultures is a key asset in today's global business environment.

Sources: Based on C. Earley and E. Mosakowski, "Cultural Intelligence," *Harvard Business Review*, October 2004, pp. 139–146; S. Ang, L. Van Dyne, C. Koh, K. Y. Ng, K. J. Templar, and C. Tay, "Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance," *Management and Organization Review* 3, no. 3 (2007), pp. 335–371; and D. C. Thomas, E. Elron, G. Stahl, B. Z. Ekelund, E. C. Ravlin, J. Cerdin, et al., "Cultural Intelligence: Domain and Assessment,"

*International Journal of Cross-Cultural Management*

### Teaching Notes

1. Assign students to seek Internet or library resources on Wilbur Schramm, who published an interactive communication model in 1954. Specifically, seek what Schramm and others say about "Frames of Reference" and their effects on interpersonal relationships.
2. Have students discuss the implications of frames of reference in the International OB exhibit. Have students discuss what effect the frames of reference have on miscommunication among people, such as their parents or classmates.

Wilbur Schramm, "How Communication Works," in *The Process and Effects of Communication*, ed. Wilbur Schramm (Urbana: University of Illinois Press, 1954), pp. 3-26

## Point/Counterpoint

### The Time Has Come To Move Past Race And Ethnicity

There can be no disputing the tragic divisions that have arisen as a result of racial and ethnic discrimination in the world. Within the U.S. context, we can look to issues like slavery, Jim Crow Laws, and continuing evidence of discrimination in employment. The problem, in all these cases, is people treating one another as members of a group rather than as individuals. The time has come for us to move past identifying ourselves with race and ethnic background so we can truly achieve a society in which each person is judged by his or her own individual characteristics. A number of factors suggest racial and ethnic categories should become less relevant in today's United States:

**Ingroup bias.** Hundreds of social psychology studies show people tend to develop negative stereotypes about people from other groups. It is practically inevitable that once someone starts to see someone else as being from a different category, there will be tension and prejudice.

**Questions about race in biology and upbringing.** Geneticists have shown many different genetic strains make up human beings, such that the old categories of Asian, African, and European ancestry are scientifically dubious. There is also more genetic variation within groups than between groups. Many populations do not fit into the standard racial categories at all. And a growing number of children are being raised in multicultural households, presenting a real challenge to those who wish to pigeonhole people into a small number of distinct groups.

**Focus on deeper characteristics.** Some have argued that the increased prominence of highly successful members of ethnic and racial minority groups means income, rather than race or gender, is the real limiting factor in today's economy. Programs to enhance diversity should be targeted at those with fewer opportunities, whether they are African American, Hispanic, White, Asian, or any other race or ethnicity.

The fact is, racial and ethnic divisions represent a very hurtful part of human history, and we have reached a point where we can move beyond these broad categories and see ourselves primarily as part of the human race.

It may be tempting to try to sweep racial and ethnic differences under the rug as if they no longer existed, but people do differ based on group memberships. When we pretend we are all the same, we are bypassing many of the unique cultural differences that make us interesting. Group memberships can serve a number of valuable functions, including making our differences at the group level meaningful and worthwhile:

**A sense of identity.** People get a sense of who they are and how they fit into their world by understanding their unique cultural histories. Learning about your ancestors and the struggles your group endured can help to foster a sense of personal pride.

**Denying differences doesn't make them go away.** Although there is difficulty in defining race genetically, there is a surprisingly strong concordance between people's self-identified racial categories and certain genes. These genetic groupings do also generally correspond to geographic differences in indigenous populations. Although most people would also like to see discrimination go away, there is no denying it still exists. When we do not assess differences in work outcomes across racial and ethnic categories, we cannot confront this discrimination.

**Colorblind usually means conforming.** Minority groups are often pressured to lose their unique way of dressing, speaking, relating to one another, and even their religion so they can conform to the way mainstream U.S. citizens act. The result is not really a colorblind society but, rather, a monochromatic society in which everyone adopts the dominant culture.

**An opportunity for support.** Acknowledging group differences helps us to identify other people who have similar cultural experiences. There is a feeling of kinship and bonding that people of Irish ancestry experience on St. Patrick's Day, or that Mexican Americans experience on Cinco de Mayo. Celebrating these cultural holidays gives us a chance to see that we are part of a larger cultural milieu.

The old metaphor of America as a melting pot has been replaced by the idea of a salad bar, made up of many distinct identities that do not need to blend into one homogeneous soup.

### Teaching Notes

1. Assign teams of students comprising three students each.
2. Assign Point or CounterPoint to each group.
3. Assign groups to focus on the issues in the Point/CounterPoint and to do some Internet or Library fact finding supporting their assigned positions.
4. In class, draw lots from groups assigned to a position.
5. Have the group members present their positions in persuasive presentation with the goal to address factors brought up by the opposing position.
6. Repeat for other groups.

or

Assign students to write a position paper on the Point or Counterpoint that contrasts the positions and draws conclusions based on facts.

## Questions for Review

1. Describe forms of workforce diversity.

**Answer:** The two major forms of workforce diversity are Ethnicity and Individual Differences. These Demographic Characteristics define the factors comprising diversity in the U.S. workforce. Ethnicity refers to the racial and ethnic backgrounds of individuals. The Individual Differences are the biological differences that are age, gender, race, disability, and length of service. These differences have been studied to determine their association with job performance, job satisfaction, turnover, and other concerns of organizational management.

2. Identify the key biological characteristics and describe how they are relevant to OB.

**Answer:**

1. Age - Older workers bring experience, judgment, a strong work ethic, and commitment to quality.
2. Gender - Few differences between men and women that affect job performance.
3. Race - (the biological heritage used to identify oneself) Contentious issue: differences exist, but could be more culture-based.
4. Tenure - People with job tenure (seniority at a job) are more productive, absent less frequently, have lower turnover, and are more satisfied.
5. Religion - Islam is especially problematic in the workplace in this post-9/11 world.
6. Sexual Orientation - Federal law does not protect against discrimination (but state or local laws may). Domestic partner benefits are important considerations.
7. Gender Identity - Relatively new issue – transgendered employees

These characteristics are important to OB since corporations are always searching for variables that can impact employee productivity, turnover, deviance, citizenship and satisfaction. Data that is easily defined and available in an employee personnel file can contribute to success in an organization.

3. Define intellectual ability and demonstrate its relevance to OB.

**Answer:** Intellectual abilities are the abilities needed to perform mental abilities – thinking, reasoning, and problem solving. Understanding the concept is essential to managers as they plan, organize, direct, and control a firm's operations. Since different jobs require different application of abilities, the challenge of job design, recruiting and selecting workers, and evaluating performance are based in applying the needed intellectual abilities to ensure fairness and appropriateness of management activities.

4. Contrast the two types of ability.

**Answer:** The two types of abilities are intellectual abilities and physical abilities. Intellectual abilities lead to the mental abilities needed to perform jobs in the changing operational environments of today's business. Physical abilities have been a factor of job design and performance since Fredrick Taylor's Scientific Management. Studies have suggested nine different Physical Abilities performed in work. They are mutually exclusive. Therefore, they are important considerations in the management functions.

5. Describe how organizations manage diversity effectively.

**Answer:** Effective Diversity Management capitalizes on diversity for organizational success.

This includes recruiting and selection as well as training and development of employees to take advantage of diverse workforces. Effective programs have three components:

1. They teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people.
  2. They teach managers how a diverse workforce will be better able to serve a diverse market of customers and clients.
  3. They foster personal development practices that bring out the skills and abilities of all workers.
6. Show how culture affects our understanding of biographical characteristics and intellectual abilities.

**Answer:** There is some cross-cultural research that shows how culture affects our understanding of these topics, however inconclusive. The following contain information based on the available research:

- a. Intellectual Abilities – Structures and measures of intelligence generalized across cultures.
- b. Biographical Characteristics – Not much evidence on the global relevance of the relationships described in this chapter. Countries do vary dramatically on their biographical composition.



# Experiential Exercise

## Feeling Excluded

This 6-step exercise takes approximately 20 minutes.

### Individual Work (Steps 1 and 2)

1. All participants are asked to recall a time when they have felt uncomfortable or targeted because of their demographic status. Ideally, situations at work should be used, but if no work situations come to mind, any situation will work. Encourage students to use any demographic characteristic they think is most appropriate, so they can write about feeling excluded on the basis of race, ethnicity, gender, age, disability status, religion, or any other characteristic. They should briefly describe the situation, what precipitated the event, how they felt at the time, how they reacted, and how they believe the other party could have made the situation better.
2. The instructor asks the students to then think about a time when they might have either deliberately or accidentally done something that made someone else feel excluded or targeted because of their demographic status. Once again, they should briefly describe the situation, what precipitated the event, how they felt at the time, how the other person reacted, and how they could have made the situation better.

### Small Groups (Steps 3 and 4)

3. Once everyone has written their descriptions, divide the class into small groups of not more than four people. If at all possible, try to compose groups that are somewhat demographically diverse, to avoid inter-group conflicts in the class review discussion. Students should be encouraged to discuss their situations and consider how their experiences were similar or different.
4. After reading through everyone's reactions, each group should develop a short list of principles for how they personally can work to avoid excluding or targeting people in the future. Encourage them to be as specific as possible, and also ask each group to find solutions that work for everyone. Solutions should focus on both avoiding getting into these situations in the first place and also on resolving these situations when they do occur.

### Class Review (Steps 5 and 6)

5. Members of each group are invited to provide a very brief summary of the major principles of how they've felt excluded or targeted, and then to describe their groups' collective decisions regarding how these situations can be minimized in the future.
6. The instructor should lead a discussion on how companies might be able to develop comprehensive policies that will encourage people to be sensitive in their interactions with one another.

# Ethical Dilemma

## You Must Have Sex

Recently, The University of Florida changed its policy to provide health benefits for cohabitating partners. The change ignited some dissent. For example, Larry Cretul, a member of the state legislature whose district includes the university, introduced a bill to make it illegal to use taxpayer dollars to fund a domestic-partner benefit program.

In explaining his bill, Cretul said, “I just happen to be one who supports the idea that marriage should continue to be held in the elevated position.”

Another part of the policy sparked as much controversy—to qualify for benefits, cohabitating partners must sign an agreement indicating they’re having sex with each other. The policy stipulates that enrollees “must have been in non-platonic relationship for the preceding 12 months.” One employee of the university said she was offended by the policy and wondered how the university was going to enforce it.

In response, the university’s director of human resources, Kyle Cavanaugh, said that the “non-platonic” clause was increasingly common in domestic-partner benefit plans, to rule out qualification for people who happen to be living together but aren’t in a romantic relationship. Cavanaugh promises that responses to the question are confidential, but some still wonder. “That’s a personal question,” said one employee.

In the meantime, a 2008 survey revealed 39 percent of all employers offer domestic partner benefits. Among large employers, the percentage is higher—57 percent among the Fortune 500. Benefit policies continue to operate in a sea of public policy controversy. President Obama extended domestic partner benefits to federal workers only in 2009, earning jeers from conservative leaders on one side and from many gay activists (for not pushing for more comprehensive legislation) on the other. Voters in some states and municipalities—notably California—have rejected statutes that would provide domestic partner benefits. This may be one case where change in practice is occurring faster than change in law.

### Questions

1. What do you think about same-sex domestic partner benefits? To what extent are your views affected by your religious or political views?

**Answer:** This answer will depend on the student’s religious, moral, ethical and/or political viewpoint. The definition of marriage in the minds of the students will help them determine the answer. The distribution of benefits has legal implications such as taxpayer monies/allocation and state laws but the benefits must also be disseminated fairly. One example would include heterosexual couples living together. Should they also receive benefits?

2. What do you think about the policy that requires employees to stipulate that they have sexual relations with their domestic partner? If you think it’s a bad policy, what (if anything) would you propose in its place?

**Answer:** Sexual activity is a private issue and should remain private. If the state allows for same-sex unions, then that certificate is the legal proof required. If not, the use of similar policies for heterosexual couples should be fairly applied.

3. Do you perceive age differences in how people view this issue?

**Answer:** This answer will depend on the student's beliefs and opinions. It may represent preconceived ideas about age stereotypes. In general, students might perceive that older people are more conservative and, therefore, have more conservative beliefs about the propriety of sexuality and open discussion about sexual issues is contrary to the privacy that older people might believe is an important part of life.

# Case Incident 1

## The Flynn Effect

Given that a substantial amount of intellectual ability (up to 80 percent) is inherited, it might surprise you to learn that intelligence test scores are rising. In fact, scores have risen so dramatically that today's great-grandparents seem mentally deficient by comparison.

First, let's review the evidence for rising test scores. Then, we'll review explanations for the results. On an IQ scale where 100 is the average, scores have been rising about 3 points per decade, meaning if your grandparent scored 100, the average score for your generation would be around 115. That's a pretty big difference—about a standard deviation, meaning someone from your grandparent's generation whose score was at the 84th percentile would be only average (50th percentile) by today's norms.

James Flynn is a New Zealand researcher credited with first documenting the rising scores. He reported the results in 1984, when he found that almost everyone who took a well-validated IQ test in the 1970s did better than those who took one in the 1940s. The results appear to hold up across cultures. Test scores are rising not only in the United States but in most other countries in which the effect has been tested, too.

What explains the Flynn Effect? Researchers are not entirely sure, but some of the explanations offered are these:

1. **Education.** Students today are better educated than their ancestors, and education leads to higher test scores.
2. **Smaller families.** In 1900, the average couple had four children; today the number is less than two. We know firstborns tend to have higher IQs than other children, probably because they receive more attention than their later-born siblings.
3. **Test-taking savvy.** Today's children have been tested so often that they are test savvy: they know how to take tests and how to do well on them.
4. **Genes.** Although smart couples tend to have fewer, not more, children (which might lead us to expect intelligence in the population to drop over time), it's possible that due to better education, tracking, and testing, those who do have the right genes are better able to exploit those advantages. Some genetics researchers also have argued that if genes for intelligence carried by both parents are dominant, they win out, meaning the child's IQ will be as high as or higher than those of the parents.

### Questions

1. Do you believe people are really getting smarter? Why or why not?  
**Answer:** Yes, based on test scores, people are getting smarter. There is more of a focus on education today. Generations ago, many people did not complete high school and many worked in farming versus the service sector.
2. Which of the factors explaining the Flynn Effect do you buy?  
**Answer:** All of the potential explanations have merit. Education has progressed and would directly attribute to higher test scores. Smaller families with more parental influence and many educational and learning toys, books, DVDs, etc. also improves the learning process. Test-taking abilities and techniques can lead to better scores and genetic composition measured in the form of IQ scores has clearly improved, resulting in increased intellectual capital.

3. Are there any societal advantages or disadvantages to the Flynn Effect?

**Answer:** The societal advantages of increased intelligence are obvious in terms of potential gains in every area such as the economy, government, business, medical, science field, etc. where intellectual capital can be applied. Disadvantages may be limited to those who use their intellect in unsavory situations or for unethical gains.

Source: F. Greve, "Rise in Average IQ Scores Makes Kids Today Exceptional by Earlier Standards," *Jewish World Review*, February 14, 2006, pp. 1–3; and M. A. Mingroni, "Resolving the IQ Paradox: Heterosis as a Cause of the Flynn Effect and Other Trends," *Psychological Review*, July 2007, pp. 806–829.

## Case Incident 2

### What Does Diversity Training Teach?

We noted in the chapter that some researchers have provided evidence that diversity training programs may not be delivering the expected outcomes. The authors interpret this evidence as a sign that corporate efforts to improve diversity are more effective when the focus is on concrete measurable goals with accountability. It may be that entrenched attitudes related to race, ethnicity, and gender are just too hard to change in short-term classroom settings.

Others argue that diversity training isn't really designed to increase the number of women and minorities in top management positions but rather to improve relationships among workers.

Reviews of the historical development of diversity programs demonstrate some significant changes in the ways diversity trainers conceptualize their role. Early diversity training efforts focused primarily on legal compliance and the regulatory framework. This may have created an attitude that diversity was a problem to be solved and avoided when possible, rather than an opportunity. Demographic diversity was also the only focus of these programs, meaning other forms of workforce diversity, like differences in abilities or attitudes, were ignored.

There were also features that led to unintended consequences. Some diversity programs encouraged participants to describe stereotypical language regarding different groups in an effort to expose the content of people's assumptions. Unfortunately, follow-up discussions with participants showed the discussions may have reinforced the very stereotypes the programs were supposed to undermine. These practices also could be very embarrassing for participants. Because the training focused primarily on portraying historically underrepresented minorities and women in White male-dominated environments, White males (who make up a significant portion of the workforce) felt excluded and stigmatized.

Contemporary diversity management programs have changed their focus considerably in response to these concerns. Diversity training sessions are now designed to minimize public shame or embarrassment. Legal compliance is still a major part of diversity training, but the business case for effective diversity management is a much more central component of training sessions.

#### Questions

1. Do you think representation in top management is a fair indicator of the effects of diversity training programs? Why or why not?

**Answer:** The student's answer to this question will be based on opinions held.

Although diversity programs have worked toward creating a level playing field for all categorizations of diversity, no evidence is given that the programs focus specifically on seeking promotions to the advantage of specific groups. However, the sensitivity to diversification issues and their adoption as basic workplace tenets may permit easier recognition of high levels of skills among any employee that results in promotion or other recognition of skill and ability application.

2. Why might one-shot diversity training programs be ineffective?

**Answer:** Short-term memory is just that: short-term. Many of the preconceived notions about diversity issues are the result of long-term exposure and are, therefore, difficult to change among people. In order to effect change in some beliefs and opinions, long-term, consistent message reinforcement, coupled with appropriate performance acceptability (behavior), must be experienced.

3. What significant obstacles must be overcome to make diversity programs effective?

**Answer:** To make diversity programs effective, managers must overcome the following obstacles:

- Mistrust among employees and managers.
- Predominance of preexisting stereotypes.
- Unacceptable behaviors among workers and managers.
- Failure to recognize differences among people and to utilize them appropriately.
- Lack of commitment to a diverse environment.
- Other ideas may be included.

4. How could you design more effective diversity programs?

**Answer:** To create more effective diversity programs we would:

- Evaluate to see if target groups are underutilized in our operations.
- Look for barriers that prevent target groups from equal and fair consideration in promotion or assignment.
- Improve recruiting and selection process to be more transparent.
- Provide training for employees who have not been exposed to diversity concepts.
- Clearly communicate policies to employees so they understand how and why certain practices are followed.

Sources: Based on A. Kalev, F. Dobbin, and E. Kelly, "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies," *American Sociological Review* 71, no. 4 (2006), pp. 589–617; R. Anand and M. Winters, "A Retrospective View of Corporate Diversity Training from 1964 to the Present," *Academy of Management Learning and Education* 7, no. 3 (2008), pp. 356–372.

## Instructor's Choice

### Personality and Innovation at Apple-Application of Abilities Evaluation

“It’s Showtime!” is now a phrase that can adequately describe the art and personality of Steve Jobs. At one time or another, Steve Jobs has been called brilliant, creative, demanding, domineering, eccentric, a predatory competitor, hard, unforgiving, or one of the best marketing minds alive today, quite an extensive array of abilities. Mr. Jobs’ new passion is online music and digital entertainment. Just as Apple Computer revolutionized the character and style of computing, it now plans to do the same in the world of music. From iPods, iLife software, iTunes for downloads, Pixar Animated movies, and new Apple stores, Steve Jobs has Apple on everyone’s lips once again. The up and down swings of Apple Computer are legendary; however, through it all Steve Jobs’ vision has remained constant. He seems to really be able to envision the future before it happens.

Using a search engine of your own choosing, find an article about Steve Jobs that outlines his successes and failures as a corporate executive and entrepreneur. What do you think are the Dimensions of Intellectual Ability that are exemplified by Jobs? (page 52) Explain your rationale. Using a search engine of the Apple Web site, review the latest innovations from Apple in digital entertainment and music. Write a one- to two-paragraph synopsis of these innovations. Describe which of Mr. Jobs’ Intellectual Abilities has helped him the most in putting together the deals that have propelled Apple to the forefront on digital entertainment and music via the Internet.

#### INSTRUCTOR DISCUSSION

To aid the student in this application project, suggest that they read “Show Time” by Peter Burrows found in *Business Week* (February 2, 2004, pp. 57–64). With respect to the Intellectual Abilities presented in the chapter, Mr. Jobs would certainly rate high on Extraversion, Conscientiousness, and Openness to Experience. He would also have an internal locus of control approach, be self-monitoring, have high self-esteem, be a Type A personality, have a high need for achievement, and a high need for power. However, he is also very good at building partnerships. Note the differences between his ability to partner versus that of rival Microsoft. In fact even though the Apple vs. Microsoft rivalry is legendary, Steve Jobs long ago recognized the benefits of having his Apple (Mac) system be user friendly to the Windows world. His alliances in the entertainment field with Disney and various film producers have certainly given him a head start in the emerging digital entertainment field. Recent creative conflicts with Disney led to senior staff shakeups at Disney. Apple is certainly a force to be recognized. See [www.apple.com](http://www.apple.com) for additional information.



## Exploring OB On The World Wide Web

Search Engines are our navigational tool to explore the WWW. Some commonly used search engines are:

[www.excite.com](http://www.excite.com)

[www.yahoo.com](http://www.yahoo.com)

[www.hotbot.com](http://www.hotbot.com)

[www.google.com](http://www.google.com)

[www.lycos.com](http://www.lycos.com)

[www.bing.com](http://www.bing.com)

Do a WWW search on age discrimination. Choose three sites that each deal with a different aspect of age discrimination. For example: discrimination in High-Tech industries, preventing discrimination, AARP's involvement with the issue, etc. Write a one-page paper outlining the key points of the information obtained and how it confirms or disconfirms what we learned about older workers in this chapter.

Find a current article of an organization that has been involved in an age discrimination suit. What were the specific issues involved? If resolved, what was the outcome? Bring a copy of the Web page to class and be prepared to discuss it. In addition to searching, here are some places to start digging:

[www.aarp.com](http://www.aarp.com)

[www.bizjournals.com](http://www.bizjournals.com) (there is a free registration process for this site)

[www.hrlawindex.com](http://www.hrlawindex.com) (there is a free registration process for this site)

Top executives and tough jobs. Learn more about the skills and abilities managers need, like intelligence, leadership, motivation, etc., to be successful. Visit the About.com site and learn more. Print and bring an article to class for discussion. Try these pages or do your own search on About.com. Be sure to select links that look interesting found in the left frame.

[www.learning.about.com](http://www.learning.about.com)

[www.psychology.about.com](http://www.psychology.about.com)