



PRESENTED FOR SC EDUCATIONAL TELEVISION

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What's the Difference?

Managing for Diversity

SC ETV

What's the Difference?
Managing for Diversity

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Introduction

We have become not a melting pot, but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.

-Jimmy Carter

America has seen sweeping demographic shifts in the population in recent years; so has the workplace. Today's workplace is like a mosaic – a masterpiece made up of many different races, cultures, religions, lifestyles, and experiences. More than ever managers must have the knowledge and skills to create an inclusive environment where all employees can be productive, comfortable and treated with dignity. Among other things, this involves examining one's own biases and assumptions and not taking the one-size-fits-all approach to managing staff.

Goal

To raise awareness of diversity issues to enhance leadership ability.

Objectives

Upon completion of this training, participants will be able to:

1. Identify a manager's role in a diverse workplace
2. Identify benefits and challenges of workplace diversity
3. Identify personal attitudes about diversity
4. List dimensions of diversity that impact the workplace
5. Discuss leadership and communication skills essential to diversity management

America is not like a blanket—one piece of unbroken cloth. America is more like a quilt—many patches, many pieces, many colors, many sizes, all woven together by a common thread.

- Rev. Jesse Jackson

What is Diversity?

Diversity is defined as the state or instance of being different, having variety, or being dissimilar. More specifically, diversity has come to refer to having various representation of gender, ethnicity, race, age, personality, workstyle, education, background, organizational function, and abilities in the workplace, and having an understanding and appreciation for these differences.

What it is:

- Evolving phenomenon.
- Valuing each individual for his or her uniqueness
- Appreciation of a variety of different backgrounds, styles, values, and attitudes as assets to an organization.
- More than race, disability, age, and gender.
- Providing an environment where all employees feel valued.

What it is NOT:

- Affirmative Action of Equal Employment Opportunity (EEO) legislation.

A Look in the Mirror: Diversity at ETV

- Describe ways your organization has changed in the last 5 – 10 years.

- What kinds of adjustments, policies, or procedures have been put in place to accommodate these changes?

- How have these changes affected your roles as managers?

Manager's Role

Diversity management involves understanding and leveraging similarities and differences of all employees involved in accomplishing the organization's mission.

Leaders must:

- Value individual differences
- Expect high standards from *all* employees
- Be open to, encourage and reward acceptance of differences.
- Foster cooperation and sharing
- Take a firm stand when employees are ridiculed, stereotyped or treated harshly for their differences

Benefits & Challenges of Diversity

Benefits

The differences in individual styles, attitudes and perspectives in the workplace can help organizations to achieve better results.

- Increased adaptability
 - More effective execution
 - Increased creativity and innovation
 - Improved work team problem solving and decision-making.
 - Stimulates personal and social growth among employees as they learn more about others
 - Improves organization's ability to attract and retain good employees
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Challenges

- Communication problems
 - Resistance to change/diversity
 - Implementing diversity policies
 - Discrimination, stereotyping & prejudice leading to complaints/legal actions

 - Negative attitudes & behaviors
 - Lower work productivity
 - Turnover
 - Poor working relationships
 - Poor morale
 - Successful management of diversity - training alone is not sufficient. A strategy must be created and implemented to create a culture of inclusiveness that permeates every department and function
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Leadership Skills & Diversity

By demonstrating good diversity skills and respecting and appreciating individual differences, managers can help employees accept and value diversity. Seven fundamental skills required to foster acceptance of diversity are:

Honest difference of views and honest debate are not disunity. They are the vital process of policy among free men.
- Herbert Clark Hoover

- ***Respect*** _____
 - ***Tolerance*** _____
 - ***Flexibility*** _____
 - ***Self-Awareness*** _____
 - ***Empathy*** _____
 - ***Patience*** _____
 - ***Humor*** _____
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It's also critical that managers create an attitude of openness within the organization. Employees should be able to freely offer their opinions about matters concerning their work or the workplace in general. The environment should be such that all opinions matter, particularly when it comes to decision-making and change management.

Discussing Sensitive Topics

Managers must manage the time, place and manner in which opinions on sensitive topics are discussed. Managers should refrain from expressing strong personal opinions on such topics with employees, and that employees involved in the discussions speak quietly at their desks rather than in public areas. Managers may be seen as taking the side of some employees over others in such situations, thus causing unnecessary tension among staff.

The best way to handle such conversations is to:

- watch what you say,
- be careful how you approach the topics,
- be respectful of other people's opinion and standing and be very sensitive to how everyone feels about the subject.

Valuing Diversity Self-Assessment

Rate yourself *openly and honestly* on a scale of 1 to 5 for each item.

Statement	Rarely-----Always				
I understand the agency's diversity goals.	1	2	3	4	5
I regularly assess my strengths and weaknesses in the area of diversity, and I consciously try to improve myself.	1	2	3	4	5
I'm always asking questions. I'm curious about new things and people.	1	2	3	4	5
When I don't understand what someone says, I ask for clarification.	1	2	3	4	5
I'm committed to respecting all co-workers, customers and vendors.	1	2	3	4	5
I work willingly and cooperatively with people different from me.	1	2	3	4	5
I recognize how bonding with my own group may exclude, or be perceived as excluding others.	1	2	3	4	5
I can communicate with and influence people who are different from me in positive ways.	1	2	3	4	5
I'm interested in the ideas of people who don't think as I do, and I respect their opinions even when I disagree.	1	2	3	4	5
Some of my friends are different from me in race, age, background, etc.	1	2	3	4	5
I recognize I'm a product of my background: my way isn't the only way.	1	2	3	4	5

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Statement	Rarely-----Always				
	1	2	3	4	5
I'm aware of my prejudices and consciously try to control my assumptions about people.	1	2	3	4	5
I try to help others understand my differences.	1	2	3	4	5
I work to make sure that people who are different from me are heard and are respected.	1	2	3	4	5
I help others succeed by sharing unwritten rules and showing them how to function better.	1	2	3	4	5
I apologize when I've offended someone.	1	2	3	4	5
I resist the temptation to make another group the scapegoat when something goes wrong.	1	2	3	4	5
I think of the impact of my comments and actions before I speak or act.	1	2	3	4	5
I refrain from repeating rumors that reinforce prejudice and bias.	1	2	3	4	5
I recognize and avoid using language that reinforces stereotypes.	1	2	3	4	5
I include people different from me in informal networks and events.	1	2	3	4	5
I believe and convey the nontraditional employees are as skilled and competent as others.	1	2	3	4	5
I get to know people as individuals who are different from me.	1	2	3	4	5
I turn over responsibility to people who are different from me as often as I do people who are like me.	1	2	3	4	5

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Statement	Rarely-----Always				
I disregard physical characteristics when interacting with others and when making decisions about competence or ability.	1	2	3	4	5
I avoid generalizing the behavior or attitudes of one individual to an entire group. (e.g., "All men are...")	1	2	3	4	5
I say "I think that's inappropriate" when I think someone is making a derogatory comment or joke.	1	2	3	4	5
I recognize that others may stereotype me, and I try to overcome incorrect assumptions that they may make.	1	2	3	4	5
Score by column					

Source: ASTD Trainer's Sourcebook on Diversity

Valuing Diversity Self-Assessment Scoring Scale

Score	You are	What does it mean?
0 to 39	Unaware	Unaware people do not realize they exhibit biased behavior. They may offend others without being aware of it. They may accept stereotypes as facts. They may even unknowingly be committing illegal acts. Unaware person's scores can fall in any category because an unaware person might answer "always" or "frequently" when in reality he or she just does not comprehend biased behavior. Because unaware people "don't know what they don't know," the only accurate indicator is feedback from others.
40 to 69	Traditional	Traditional are aware of their prejudices, and that their behavior may offend some people. Nevertheless, they continue with derogatory jokes, comments, and actions and act as though laws and the organization's values do not apply to them. If you fall in this category, not only is it likely that your behavior is damaging workplace productivity, but it could bring legal implications as well. People in this category often use bias in employment decision and treatment of co-workers – which is illegal. Look at questions you marked lowest. You might want to create goals, which will help you break these habits.
70 to 99	Neutral	People in this category are aware of biases in themselves and others. They are working to overcome their own prejudices, but are reluctant to address inappropriate behavior by others. They avoid risk by saying nothing, and this behavior is often perceived as agreement. If you fall into this category, look at the questions that you marked the lowest. You may want to create goals to improve those areas. You can also work on ways to become more proactive concerning others' biases.

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100 to 129	Change Agent	These people are aware of biases in themselves and others, and realize the negative impact of acting on those biases. They are willing to take actions when they encounter inappropriate words, behavior, or structures. They relate to people in a way that value diversity. If you scored in this category, your greatest contribution is to help others value diversity more fully.
130 to 140	Rebel	Rebels are acutely aware of any behavior that seems to be prejudice. They may even go too far and become involved in reverse discriminations. They have played an important part in helping non-traditional employees, but they pay a price. They may get a reputation that causes people to discount their views. If your score falls in this category, you are coming across too strongly or overreacting. Asking other people for honest feedback may help.

Developing Diversity Competence

Diversity Competence: a social value that directs society to respect differences among people, include people of diverse groups in all aspects of the workplace, and provide services and opportunities to people in a way that respects and accommodates their particular social and cultural characteristics.

Consists of four areas: Awareness, Knowledge, Skills, and Action or Behavior

Awareness

- Recognize differences as diversity rather than abnormal behavior
 - Respect the benefits of diverse values and behaviors
 - Accept that each culture finds some values more important and some behaviors more desirable than others.
 - Understand the effect of historic distrust.
 - Have a clear sense of your individual culture.
 - Recognize your own ethnocentricity.
 - Understand the culture of your organization.
 - Recognize the similarities that are shared across the “human culture”
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Knowledge

- Learn factual information about other cultures
 - Read an article or book about a cultural or social group different from your background.
 - See a movie about other cultural lifestyles.
 - Read about gender differences in communication styles.
 - Attend a cultural event, celebration, or holiday program of a different culture that you have never experienced before.
 - Learn a new language.
 - Interview a person from a different culture to learn about their culture.
 - Explore your family history and background.
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Skills

- Take personal responsibility for the way you respond to differences.
- Make continued and sincere attempts to understand the world from others' points of view.
- Develop skills in cross-cultural communication.
- Develop problem-solving skills.
- Develop skills in conflict management.
- Look for ways to work effectively with diverse groups of people.

Action/Behavior

- Teach others about cultural differences.
- Develop a mentoring relationship with someone from a different culture.
- Show more patience when working and interacting with people who have different learning styles than you.
- Integrate diversity issues as an ongoing topic in staff meetings at work.
- Develop a personal plan for continued learning toward diversity competency

For organizations, diversity competence refers to the characteristics and activities of an organization that enable it to address the needs of different groups of people in accordance with the values, customs, beliefs and languages of those groups.

Components include:

- Attitudes and values (Supportive)
- Policies and procedures
- Knowledge/information (Available to staff)
- Skills (Capacity/Training available or to manage and support diversity)
- Performance (how is the org doing; enforcing policies)
- Evaluation (monitoring; willing to improve)
- Resources (help org learn and improve)

Dimensions of Diversity

There are primary, secondary and organizational dimensions of diversity which describe the properties and characteristics that form the whole person. All individuals have a number of properties by which they are measured, and none of these can stand alone.

- Primary dimensions:
 - Age
 - Ethnicity
 - Gender
 - Physical ability/disability
 - Race
 - Sexual orientation

These dimensions have the most significant impact on individuals in society and on the job.

- Secondary dimensions include:
 - Educational background
 - Geographical location
 - Income
 - Marital status
 - Military experience
 - Parental status
 - Religious beliefs
 - Work experience

This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.

- Theodore Roosevelt

- Organizational dimensions
 - Functional level/classification
 - Management status
 - Work content/field
 - Division/department/work group
 - Seniority
 - Work location

Gender Issues

Women represent almost 47.2% of the workforce (2010 BLS).

Maternity Leave

Workstyles

➤ **Communication.**

➤ **Leadership Style.**

➤ **Feedback.**

Race

Minority labor force participation is expected to continue to increase especially for Hispanics. In 2013, Whites made up the majority of the labor force (79%). Blacks and Asians made up an additional 12% and 6%, respectively. American Indians and Alaska Natives made up 1 %, while Native Hawaiians and Other Pacific Islanders made up less than 1%. People of Two or More Races made up 2% of labor force (BLS 2013).

The most common issues regarding race in the workplace are:

➤ **Underrepresentation**

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➤ **Racial harassment**

➤ **Racial Colorblindness**

➤ **Stereotyping**

What does true diversity within an organization look like?

Ethnicity

Despite efforts to assimilate into mainstream American culture, many ethnic groups have been met with hostility. Many groups maintain strong connections to their culture and traditions, including language, which may cause friction in the workplace.

➤ **Language/Accents**

➤ **Stereotypes/Bias**

Questions to ask yourself as a manager:

- Do I check my assumptions about people who are different from me?
- When making assumptions about how people behave, what are my assumptions based on? Are any of my personal interactions affected by a stereotype that I hold?

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- If I have had a negative interaction with someone from a particular racial or ethnic group, am I holding that interaction against another?
- If I am a manager or supervisor, am I comfortable with differences in race or ethnicity? If not, how does this affect the way I manage or supervise?
- As a manager or supervisor, am I skilled at recognizing issues in the workplace that may be related to race or ethnicity?
- Can I have an honest conversation with someone of a different racial or ethnic background about my assumptions? If not, why not?
- Do I interact with people of different racial and ethnic backgrounds *only* in the workplace?
- What is my biggest fear when I am talking to someone who is of a different race or ethnicity?
- What level of risk am I willing to take in order to authentically address issues of race/ethnicity?

Answering these questions is the first step to self-examination on the issue of race and a good starting point on learning how to discuss race in the workplace.

Exercise: Cultural Filters

Read each word/phrase and note the first thought that comes to mind:

Politician _____

Homeless person _____

Lawyer _____

Black male teenager _____

Professor _____

Police officer _____

Man in a wheelchair _____

Farmer _____

Californian _____

300-lb woman _____

Some of your responses likely represent stereotypes. They were automatic responses based on your cultural programming.

How are stereotypes learned?

How do stereotypes impact the workplace?

How can we defuse and discourage stereotyping?

Religion

The growing religious diversity in America affects the workplace and is raising concerns about how various religious practices are handled. Thus managing religious diversity can be challenging.

➤ **Scheduling**

➤ **Religious practices**

Accommodating religious preferences can build employee loyalty, raise morale and productivity, and reduce absenteeism.

Sexual Orientation

Sexual orientation perhaps most controversial diversity issue in workplace. 2010 Census reported 594,391 same sex couples; American Community Survey 2012 update estimated 639,440.

➤ **Disclosure**

➤ **Disrespectful language**

➤ **Discrimination**

Disabilities

57 million Americans (19%) with disabilities (2010) of some kind, including 17% who are 21-64 years of age (working population). SC rate 28% (2011) – 15% 18-44 and 29% 45-64.

➤ **Getting a job**

➤ **Performance**

➤ **Accommodations**

○ **Cost of Accommodations**

31%	No Cost
19%	\$501 - \$1000
19%	\$1 - \$50
11%	\$1001 - 5000
19%	\$51 - \$500
1 %	More than \$5000.

The only real disability is ignorance.
- ITT Hartford

- Examples: changing work hours, extending a leave of absence beyond FMLA period, making ergonomic improvements, purchasing assistive devices or software, telecommuting, assigning a close parking space, or placing employee in a comparable position (if possible/available)

➤ **Fitting in**

Generational Differences

Managers and leaders who are able to understand, communicate, motivate, train, and retain four or five different generations at the same time are sought after in every industry. This is becoming a mission-critical skill in all types of workplaces.

There are up to five generations present in today's workforce:

- iGen, aka Generation Z: born 1996 and after
- Millennials, aka Generation Y: born 1977 to 1995
- Generation X: born 1965 to 1976
- Baby Boomers: born 1946 to 1964
- Traditionalists: born 1945 and before

Many converging trends have created today's up-to-five-generation workforce. These trends include:

- People living longer
- Finances
- Desire to work until an older age
- Supporting adult children/caring for parents
- Generations becoming shorter in duration due to rapid change

The Generations

- **Veterans** – before 1945
 - Depression and WWII
 - Conservative and disciplined; like formality and face-to-face communication

➤ **Baby Boomers** -1946-1964

- Grew up in the Vietnam era, Kennedy & King assassinations, Watergate
- Generally had a job, a home, Social Security, and a pension
- Respect authority; equate work with self-worth, contribution and personal fulfillment

➤ **Generation X'ers**

- 1965-1976
- Period of financial, familial and societal insecurity, decline of the American global power.
- Also stagnant job market, corporate downsizing, and limited wage mobility; AIDS & computer/video games
- Trying to make their mark, have tech-savvy skills, and are weary of authority and putting work before family)

➤ **Generation Y'ers (millennials)**

- 1977-1995
- Overly confident internet age group that loves to multi-task and use of technology & social media for communicating
- Tend to value and appreciate diversity as a way of life

➤ **Generation Z (second generation of millennials)**

- 1996 or later – about 23 million strong
- Era of school violence terrorism, global recession and climate change
- Most diverse generation yet – 55% white; 24% Hispanic; 14% Black; 4% Asian; 3% mixed race
- Global, social, visual and technological; most connected, educated and sophisticated generation ever
- Self-sufficient; realistic with strong sense of career management, philanthropy and entrepreneurship

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- Have used technology entire lives – media, internet, instant messages, text messages, MP3 players, cell phones

Managing Across Generations

- Think about the important events that occurred as they were growing up and how they impacted that generation.
- Instead of treating others as you like to be treated, find out how they like to be treated and respect them by honoring that.
- Create open and honest dialogue
- Recognize the unique strengths of each individual (regardless of age)
- Recognize that there are knowledge and skills gaps in some areas; find a way to grow the leadership skills to fill these positions
- When hiring, find a good fit
- Recognize that everybody wants to do well
- Set a good example
- Provide opportunities to all

How has generational differences impacted your organization?

What is an Inclusive Workplace?

Managers have a tough job in today's workplace. Creating an inclusive environment is not always easy. An organization can be diverse without being inclusive.

An inclusive workplace possesses the following:

- A demonstrated commitment to diversity
- A holistic view of employees
- Access to opportunity

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- Accommodation of diverse physical and developmental abilities
- 360 degree communication and information sharing
- Shared accountability and responsibility
- A demonstrated commitment to continuous learning
- Participatory work organization and work progress
- Alignment of organizational culture and process
- Collaborative conflict resolution processes
- A demonstrated commitment to community relationships

Now What? Moving Forward

A personal or organizational mindset that is accepting of individual differences is a journey, not an event. So take the next step on your diversity journey today!

- Choose one thing you will do in the next 30 days to increase your understanding of diversity.
- Write it on the Commitment to Diversity Plan on the following page.
- Select a diversity buddy from this group and exchange the commitment plan with each other.
- Hold each other accountable for accomplishing that commitment.
- At the end of 30 days, meet as a group and have a brief discussion about your commitments, what you did, and how it increased your understanding of diversity.

My Commitment to Diversity Plan

To increase my understanding of one aspect of diversity, I make a commitment to do the following activity within the next 30 days.

Today's date: May 25, 2016

Activity:

My name: _____

Buddy's name: _____

Date accomplished: _____

Final tips on dealing with workplace diversity:

- Communicate openly.
- Be alert and tuned in to your staff.
- Don't play favorites.
- Keep your personal beliefs personal.
- Be careful of what you say and to whom you say it.
- Respond quickly.
- Educate yourself.

The Wealth of Diversity

She prayed – it wasn't my religion.

She ate – it wasn't what I ate.

She spoke – it wasn't my language.

She dressed – it wasn't what I wore.

She took my hand – it wasn't the color of mine.

But when she laughed, it was how I laughed. And when she cried, it was how I cried.

- Author unknown

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