Essentials of Organizational Behaviour (Canadian) 1st edition Robbins Solutions Manual

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Essentials of Organizational Behaviour (Canadian) 1st edition Robbins Solutions Manual

Chapter 2

Diversity in Organizations

Chapter Overview

This chapter examines individual characteristics, including age, gender, race, ethnicity, and abilities, and how they influence employee performance; how managers can increase their awareness of these characteristics, and better manage a diverse workforce.

Chapter Objectives

After studying this chapter, the student should be able to:

1. Describe the demographic characteristics of the Canadian labour force.
2. Explain the relevance of the Multiculturalism Act and other equity-focused legislation to Canadian diversity practices.
3. Assess the business benefits and management challenges associated with a diverse workforce.
4. Evaluate how stereotyping and workplace discrimination undermine equity goals.
5. Identify the key biographical characteristics that are prone to workplace stereotyping and describe how intersectionality influences the lived experiences of workers with these characteristics.
6. Contrast intellectual and physical ability.
7. Recommend best practices for managing diversity effectively within the organization.

Suggested Lecture Outline

I. INTRODUCTION
   A. In this chapter, we look at the two major forms of workforce diversity, identify the key biological characteristics, and describe their relevance to OB, define intellectual capability and explore its relevance in OB, and discuss how to manage a diverse workforce effectively.

II. DIVERSITY
   A. Diversity in the Canadian Context: Multiculturalism as a Guiding Principle and Formal Policy
      1. The 1971 Multiculturalism Policy of Canada confirmed the rights of Aboriginal peoples and the formal status of Canada's two official languages, English and French.
      2. In 1988, this policy was supplemented by the Multiculturalism Act, which aimed to be even more inclusive. Some of the changes introduced in the Act include: (1) formal statements of support for the maintenance of languages other than Canada's two official languages, (2) mandating programs and practices that enhance community participation for all citizens, (3) mandating programs and practices that enhance understanding and respect for diversity, and (4)

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requiring the collection of statistical data measuring the outcomes of these initiatives.

3. Multiculturalism as a policy ensures that all citizens can maintain their identities, acknowledge and celebrate their ancestry, and still have a sense of belonging in Canada. As a result, it encourages harmony and cross-cultural understanding and supports efforts to integrate all citizens and enable them to take an active part in Canada's social, cultural, economic, and political affairs.

B. Demographic Characteristics of the Canadian Workforce

1. In the past, OB textbooks noted that rapid change was occurring as the predominantly white, male managerial workforce gave way to a gender-balanced, multiethnic one. Today, that change is well under way and progress continues, although things are certainly not fully equal yet.
2. The substantial progress so far is increasingly reflected in the makeup of managerial and professional jobs. For example, between 1976 and 2012 the employment rate among women in Canada rose from 41.9 to 57.9 percent while at the same time the employment rate for men fell from 72.7 to 65.8 percent.
3. Gender-based employment discrimination has not been completely eliminated, as we can see in the gender-gap table of Exhibit 2-1.
4. While other groups continue to experience labour market disadvantages, their employment rates indicate ongoing improvement to diversity levels in the workplace. Workers with disabilities, for example, had a 46.4 percent labour force participation rate in 2001. That increased to 51.3 percent by 2006.
5. Labour force surveys conducted in 2011 found that recent immigrants had a labour force participation rate of 82.9 percent, while immigrants who had been in Canada more than five years and domestic-born Canadians had rates of approximately 87 percent.
6. Workers over the age of 65 represent an increasingly large portion of the workforce as well, 12 percent of them reporting as employed in 2012.

C. Levels of Diversity

1. Demographics mostly reflect surface level diversity, not thoughts and feelings, and can lead employees to perceive one another through stereotypes and assumptions.
2. However, evidence has shown that as people get to know one another, they become less concerned about demographic differences if they see themselves as sharing more important characteristics, such as personality and values, that represent deep-level diversity.
    a. Individual differences in personality and culture shape preferences for rewards, communication styles, reactions to leaders, negotiation styles, and many other aspects of behaviour in organizations.

III. HOW DO EMPLOYEES DIFFER? BIOGRAPHICAL CHARACTERISTICS

A. Diversity is a broad term, and the phrase workplace diversity can refer to any characteristic that makes people different from one another.

1. Biographical characteristics such as age, gender, race, disability, and length of service are some of the most obvious ways employees differ.

B. Age.

1. The relationship between age and job performance is likely to be an issue of increasing importance during the next decade for many reasons.

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a. The workforce is aging.
b. The graph shown as Exhibit 2-2 demonstrates the reasons for this: it shows the ratio of working-age persons (aged 15 to 64) for each person aged 65 and over. This ratio is an indicator of the changes occurring to the age structure of the Canadian population, and it shows us that our population is aging.
c. The impact of this population profile is not entirely certain, as Canadian human rights legislation has, for all intents and purposes, outlawed mandatory retirement because it amounts to age discrimination.
d. Employers express mixed feelings about the older worker. They see a number of positive qualities older workers bring to their jobs, such as experience, judgment, a strong work ethic, and commitment to quality. But older workers are also perceived as lacking flexibility and resisting new technology.

2. What effect does age actually have on turnover, absenteeism, productivity, and satisfaction?
   a. The older you get, the less likely you are to quit your job.
   b. In general, older employees have lower rates of avoidable absence than do younger employees. However, they have equal rates of unavoidable absence such as sickness absences.
   c. Reviews of the research find that age and job task performance are unrelated and that older workers are more likely to engage in citizenship behaviour.
   d. The evidence is mixed regarding age and job satisfaction. Satisfaction tends to continually increase among professionals as they age, whereas it falls among nonprofessionals during middle age and then rises again in the later years. See Exhibit 2-3.

C. Sex.
1. Few issues initiate more debates, misconceptions, and unsupported opinions than whether women perform as well on jobs as men do.
2. The best place to begin to consider this is with the recognition that few, if any, important differences between men and women affect job performance.
   a. There are no consistent male-female differences in problem-solving ability, analytical skills, competitive drive, motivation, sociability, or learning ability.
3. Unfortunately, sex roles still affect our perceptions.
   a. Once on the job, men and women may be offered a similar number of developmental experiences, but females are less likely to be assigned challenging positions by men, assignments that may help them achieve higher organizational positions.
   b. Women who succeed in traditionally male domains are perceived as less likeable, more hostile, and less desirable as supervisors.
   c. Research has shown that workers who experience the worst form of overt discrimination, sexual harassment, have higher levels of psychological stress, and that these feelings in turn are related to lower levels of organizational commitment and job satisfaction, and higher intentions to leave.
   d. Research continues to underline that although the reasons for employee turnover are complex, sex discrimination is detrimental to organizational

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performance particularly for intellectual positions, for managerial employees, in the United States, and in medium-size firms.

4. Again, it is worth asking what the implications of sex discrimination are for individuals.
   a. The evidence suggests that combatting sex discrimination may be associated with better performance for the organization as a whole.

D. Sexual Orientation and Gender Identity
1. In 2012 a researcher at Harvard University conducted an interesting field experiment. Fictitious but realistic résumés were sent applying for 1,700 actual entry-level job openings. The applications were identical, except that half mentioned the applicant's involvement in gay organizations during college and half did not.
2. The experiment found that, while much has changed, the full acceptance and accommodation of gay, lesbian, bisexual, and transgender employees remains a work in progress.
3. Federal law prohibits discrimination against employees based on sexual orientation. This protection extends to all aspects of employment, including the provision of benefits to same-sex spouses and common-law partners.
4. Ensuring a positive, respectful workplace and robust set of benefits for everyone is critical to retaining employees and helping them develop to their fullest potential.

E. Race, Ethnicity and Immigration Status
1. Race is a controversial issue.
   a. We define *race* as the biological heritage people use to identify themselves; *ethnicity* is the additional set of cultural characteristics that often overlaps with race.
2. Race and ethnicity have been studied as they relate to outcomes such as hiring decisions, performance evaluations, pay, and experiences of workplace discrimination. We can summarize a few points.
   a. In employment settings, individuals tend to slightly favour colleagues of their own race in performance evaluations, promotion decisions, and pay raises, although such differences are not found consistently, especially when highly structured methods of decision making reduce the opportunity for discrimination.
   b. While many racial and ethnic groups experience labour market challenges in Canada, Aboriginal people have experienced some of the most negative outcomes. In 2012 the general unemployment rate across Canada was 7.2 percent, while for Aboriginals it was 14.8 percent. When employed, Aboriginal people also tend to earn less than other Canadians, even when education and geographical location are taken into account.
   c. Recently, fewer and fewer family-class immigrants have been permitted in Canada, as can be seen in Exhibit 2-4. Both family-class and economic-class migrants do not in any way put a burden on Canadian taxpayers; rather, they bring money into the country.
   Recently arrived immigrants often experience skill discounting and discrimination when attempting to enter the Canadian labour market. The degree to which this is experienced is influenced by a concept known as

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intersectionality, which the United Nations defines as an "attempt to capture the consequences of the interaction between two or more forms of subordination and address the manner in which systems create inequalities that structure the relative position of persons." See Exhibit 2-5.

d. Labour market statistics from 2007 indicate that, in Ontario, the immigrant unemployment rate was 6.8 percent compared to 4.4 percent for Canadian-born workers.
e. We can thus conclude that discrimination based on any non-job-related traits is ungrounded and destructive to individuals and organizations. How do we move beyond discrimination? The answer is in understanding one another's viewpoint.
f. Evidence suggests that some people find interacting with other racial groups uncomfortable unless there are clear behavioural scripts to guide them; therefore, creating diverse work groups focused on mutual goals might be helpful, along with developing a positive diversity climate.

F. Cultural Identity
1. We have seen that people define themselves in terms of race and ethnicity. Many people, both immigrants and domestic-born, also carry a strong cultural identity as well. This link with the culture of their ancestry or youth lasts a lifetime, no matter where the individual may live in the world. People choose their cultural identity, and they also choose how closely they observe the norms of that culture. Cultural norms influence the workplace, sometimes resulting in clashes. Organizations must adapt.
a. Thanks to global integration and changing labour markets, today's global companies would do well to understand and respect the cultural identities of their employees, both as groups and as individuals.
b. A company that violates local cultural norms will find that resistance among employees is strong, even if that resistance is not always overt.
c. A company seeking to be sensitive to the cultural identities of its employees should look beyond accommodating its majority groups and instead create as much of an individualized approach to practices and norms as possible. Often, managers can provide the bridge of workplace flexibility to meet both organizational goals and individual needs.

G. Disability.
1. Workers with disabilities have traditionally experienced many challenges and barriers in the labour force. People with physical or mental disabilities are more likely to be unemployed or underemployed, they are more likely to experience turnover, work part-time hours, be in entrylevel jobs, and experience job insecurity.
2. A sociopolitical model has become part of the human rights paradigm in Canadian legal thinking on disability. This change in perceptions of disability was part of a larger rights-based movement that included calls for greater government oversight and enforcement of basic human rights. Disablement, it maintains, is not a deviation from an individual bodily norm so much as a naturally occurring and enduring feature in every society.

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3. As perspectives on disability have evolved, numerous political resources have been devoted to maximizing rates of labour force participation and the provision of employer-sponsored accommodations among workers with disabilities as one component of reaching equity goals.
4. Exceptions to the "duty to accommodate" under human rights and equity legislation include situations in which doing so creates undue hardship or when bona fide occupational requirements (BFOR)are unable to be fulfilled, which means that the position cannot be modified without creating genuine safety risk.
5. Refusal of accommodation should be an extraordinary circumstance. Providing accommodations benefits not only the individual and the employer, but also signals to other workers that the organizational culture is inclusive and supports diverse needs.
6. People with disabilities are much more likely to be stereotyped in ways that negatively impact long-term employment prospects, often being unfairly perceived as less capable or even infantile.
7. In sum, the treatment of the disabled workforce has long been problematic, but the recognition of the talents and abilities of disabled individuals has made a difference, reducing workplace discrimination.

H. Religion
1. The Canadian Charter of Rights and Freedoms and the Human Rights Act prohibit employers from discriminating against employees on the basis of their religion. Other countries have similar regulations, but many do not and those that do do not always enforce them effectively.
2. Perhaps the greatest religious diversity issue in Canada today revolves around Islam. Across the world, Islam is one of the most popular religions. Yet there is evidence that people are discriminated against for their Islamic faith in the Canadian job market.
3. Faith can be an employment issue wherever religious beliefs prohibit or encourage certain behaviours.

I. Ability
1. We've so far covered surface characteristics unlikely, on their own, to directly relate to job performance. Now we turn to deep-level abilities that are closely related to job performance.
2. Contrary to what we were taught in grade school, we weren't all created equal in our abilities. Most people are to the left or the right of the median on some normally distributed ability curve.
3. From management's standpoint, the issue is not whether people differ in terms of their abilities. They clearly do. The issue is using the knowledge that people differ to increase the likelihood an employee will perform her job well.
4. What does ability mean? As we use the term, ability is an individual's current capacity to perform the various tasks in a job. Overall abilities are essentially made up of two sets of factors: intellectual and physical.

IV. INTELLECTUAL ABILITIES

A. Ability is an individual's current capacity to perform the various tasks in a job. Overall abilities are made up of two sets of factors: intellectual and physical.

B. Intellectual Abilities
1. Intellectual abilities are abilities needed to perform mental activities – thinking, reasoning, and problem solving.

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2. Most societies place a high value on intelligence, and for good reason.
3. Smart people generally earn more money and attain higher levels of education.
4. They are also more likely to emerge as leaders of groups.
5. As shown in Exhibit 2-6, the seven most frequently cited dimensions making up intellectual abilities are number aptitude, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, spatial visualization, and memory.
    a. Intellectual dimensions are positively-related, so if you score high on verbal comprehension, for example, you're more likely to also score high on spatial visualization.
    b. The correlations aren't perfect, meaning people do have specific abilities that predict important work-related outcomes when considered individually.
    c. However, they are high enough that researchers also recognize a general factor of intelligence, **general mental ability (GMA)**.
    d. Evidence strongly supports the idea that the structures and measures of intellectual abilities generalize across cultures.
    e. There is some evidence that IQ scores vary to some degree across cultures, but these differences are much smaller when we take into account educational and economic differences.
6. Jobs differ in the demands they place on intellectual abilities.
    a. The more complex a job in terms of information-processing demands, the more general intelligence and verbal abilities will be necessary to perform successfully.
    b. Where employee behaviour is highly routine and there are few or no opportunities to exercise discretion, a high IQ is not as important to performing as well.
7. Interestingly, while intelligence is a big help in performing a job well, it doesn't make people happier or more satisfied with their jobs.

V. PHYSICAL ABILITIES

A. Though the changing nature of work suggests intellectual abilities are increasingly important for many jobs, physical abilities have been and will remain valuable.

1. Research on hundreds of jobs has identified nine basic abilities (see Exhibit 2-7) needed in the performance of physical tasks. Individuals differ in the extent to which they have each of these abilities.
2. Disabilities in the Context of Job Specifications
    a. The importance of ability obviously creates problems when we attempt to formulate workplace policies that recognize diversity in terms of disability status.
    b. As we have noted, recognizing that individuals have different abilities that can be taken into account when making hiring decisions is not problematic.
    c. However, it is discriminatory to make blanket assumptions about people on the basis of a disability.
3. Discrimination

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a. Although diversity does present many opportunities for organizations, effective diversity management also means working to eliminate unfair discrimination.
    1. To discriminate is to note a difference between things, which in itself isn't necessarily bad.
    2. Noticing one employee is more qualified for making hiring decisions, and noticing another is taking on leadership responsibilities exceptionally well is necessary for making promotion decisions.
        a. Usually when we talk about discrimination, though, we mean allowing our behaviour to be influenced by stereotypes about *groups* of people. Rather than looking at individual characteristics, unfair discrimination assumes everyone in a group is the same.
    3. As Exhibit 2-8 shows, discrimination can occur in many ways, and its effects can be just as varied depending on the organizational context and the personal biases of its members.
        a. Some forms, like exclusion or incivility, are especially hard to root out because they are difficult to observe and may occur simply because the actor isn't aware of the effects of his or her actions.
    4. Whether intentional or not, discrimination can lead to serious negative consequences for employers, including reduced productivity and citizenship behaviour, negative conflicts, and increased turnover.
    5. Unfair discrimination also leaves qualified job candidates out of initial firing and promotions.
        a. Even if an employment discrimination lawsuit is never filed, a strong business case can be made for aggressively working to eliminate unfair discrimination.
    6. Discrimination is one of the primary factors that prevent diversity, whether the discrimination is deliberate or non-conscious.
        a. Recognizing diversity opportunities can lead to an effective diversity management program and ultimately to a better organization.

VI. IMPLEMENTING DIVERSITY MANAGEMENT STRATEGIES

A. **Diversity management** makes everyone more aware of and sensitive to the needs and differences of others.
    1. Diversity is much more likely to be successful when we see it as everyone's business than if we believe it helps only certain groups of

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employees.

B. Attracting, Selecting, Developing, and Retaining Diverse Employees
   1. One method of enhancing workforce diversity is to target recruiting messages to specific demographic groups underrepresented in the workforce.
      a. This means placing advertisements in publications geared toward specific demographic groups; recruiting at colleges, universities, and other institutions with significant numbers of underrepresented minorities, and forming partnerships with associations like the Society for Women Engineers or the Justicia Project.
         1) The selection process is one of the most important places to apply diversity efforts.
            a) Managers who hire need to value fairness and objectivity in selecting employees and focus on the productive potential of new recruits.
            b) Fortunately, ensuring that hiring is bias-free does appear to work. Where managers use a well-defined protocol for assessing applicant talent and the organization clearly prioritizes nondiscrimination policies, qualifications become far more important in determining who gets hired than demographic characteristics.
         2) Organizations that do not discourage discriminatory behaviour are more likely to see problems.
   2. Diversity in Groups
      a. In some cases, diversity in traits can hurt team performance, whereas in others it can facilitate it.
         1) Whether diverse or homogenous teams are more effective depends on the characteristic of interest.
            a) Demographic diversity (in gender, race, and ethnicity) does not appear to either help or hurt team performance in general.
            b) Teams of individuals who are highly intelligent, conscientious, and interested in working in team settings are more effective.
         2) Groups of diverse individuals will be much more effective if leaders can show how members have a common interest in the group's success.
         3) Transformational leaders (who emphasize higher-order goals and values in their leadership style) are more effective in managing diverse teams.
   3. Effective Diversity Programs
      a. Effective, comprehensive workforce programs encouraging diversity have three distinct components.
         1) First, they teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people regardless of their demographic characteristics.
         2) Second, they teach managers how a diverse workforce will be better able to serve a diverse market of customers and clients.
         3) Third, they foster personal development practices that bring out the skills and abilities of all workers, acknowledging how

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differences in perspective can be a valuable way to improve performance for everyone.

4) Most negative reactions to employment discrimination are based on the idea that discriminatory treatment is unfair.
5) Regardless of race or gender, people are generally in favour of diversity-oriented programs if they believe the policies ensure everyone a fair opportunity to show their skills and abilities.
    a) There are significant differences in how this issue is handled in the United States and Canada and they can create confusion. Americans use a quota-based approach called affirmative action, under which a specific percentage of jobs must be filled by minority candidates and there are concrete penalties, such as fines, for having a workforce not representative of the local population.
    b) Canadian approaches to diversity management focus on process rather than outcomes. They are not quota-based but focused on providing fair opportunity, so they are called employment equity programs rather than affirmative action programs. These programs focus on ensuring that recruitment and selection processes are fair, training is inclusive, and performance management is free from bias.
6) Researchers suggest that diversity experiences are more likely to lead to positive adaptation for all parties if:
    a) the diversity experience undermines stereotypical attitudes,
    b) the perceiver is motivated and able to consider a new perspective on others,
    c) the perceiver engages in stereotype suppression and generative thought in response to the diversity experience, and
    d) the positive experience of stereotype undermining is repeated frequently.
7) Organizational leaders should examine their workforce to determine whether target groups have been underutilized.
8) If groups of employees are not proportionally represented in top management, managers should look for any hidden barriers to advancement.
    a) They can often improve recruiting practices, make selection systems more transparent, and provide training for those employees who have not had adequate exposure to certain materials in the past.

VII. IMPLICATIONS FOR MANAGERS

A. Understand your organization's antidiscrimination policies thoroughly and share them with your employees.
B. Assess and challenge your stereotype beliefs to increase your objectivity.
C. Look beyond readily observable biographical characteristics and consider the individual's capabilities before making management decisions.

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D. Fully evaluate what accommodations a person with disabilities will need and then fine-tune the job to that person's abilities.
E. Seek to understand and respect the unique biographical characteristics of your employees; a fair but individualistic approach yields the best performance.

VIII. SUMMARY

A. There is an official policy of multiculturalism in Canada, enabling people to feel free to express their cultural traditions and heritage while also being committed to their Canadian identity.
B. The Canadian workforce is highly diverse, creating both opportunities and challenges for managers.
C. Differences in age, gender, sexual orientation, race, ethnicity, immigration status, religious affiliation, and ability all impact workplace experiences. These identity markers combine, or intersect, in complex ways that influence individual outcomes.
D. Stereotyping and associated discrimination can occur on a conscious or a nonconscious basis. Either way there are negative repercussions for both individuals and organizations.
E. Organizations should engage in a range of diversity management practices to ensure equitable, ethical, and legally defensible staffing decisions.

Mini Case Discussion Questions

Case 1: Disability-Based Discrimination

1. **Did the history of conflict between First Nations people and legal officials influence what happened here?**

   It seems highly likely that stereotyping occurred in this instance since the police officers ignored clear and objective evidence that disconfirmed their subjective (gut) impression that Gambler was not a legitimate service dog. In order to ignore that evidence, they would have needed to be extremely confident that their own assessment was correct. But where would such confidence come from? People are more likely to engage in stereotyping when they perceive a threat since anxiety interferes with logical thought. The long history of conflict (in some cases armed) between First Nations people defending their rights and police services could reinforce erroneous perceptions of threat. If Mr. Nachuk also revealed his post-traumatic stress disorder during the interaction, then common stereotypes revolving around mental health and violence risk could also have influenced the officers involved, with just as little objective justification.

2. **What does the situation experienced by Billy-Jo Nachuk tell us about our own capacity for bias and decision-making errors?**

   This case reinforces that even well-intentioned people can make startling errors. Nobody is immune from bias. It is an inherent part of the way our brains function. We all need to exercise personal mental vigilance and carefully evaluate our own behaviours and attitudes on an on-going basis to determine if we are being influenced by bias. You can never fully eliminate bias, but with long-term effort, you can drastically lessen the impact it has on your decisions and behaviours.

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3. **Do you think providing training in the workplace about disability rights will be adequate to prevent similar incidents in the future? Why or why not? If not, what else should Brandon Police Services consider doing?**

   It is unlikely that this incident was caused by a lack of knowledge about disability rights. It is possible that the officers were unaware that service dogs are used for conditions other than blindness; however, the official papers provided by Mr. Nachuk should have been sufficient to clear up any confusion if the officers were thinking objectively. The incident stemmed more from their subconscious biases and inability to objectively evaluate information that was right in front of them. Training that focuses on lessening bias and increasing empathy would therefore probably be more effective than knowledge-based training focused on legislative content and rights awareness.

Case #2: Classroom Diversity and Groups

1. **What should Amy Liu do next?**

   Amy is facing a complex and difficult decision. The first thing she should do is realize that she is not an expert on Islamic teachings or applied diversity management. She may be poorly informed or biased and so Amy should seek additional expert opinions. For example, her university likely has a specialist in the HR department who can offer informed insight. A religious authority on Islam could also be consulted to determine what the accepted parameters for social interaction might be. Asking for qualified help when faced with a diversity dilemma is a good way to ensure that everyone's rights are protected and both the letter and spirit of the law are followed.

   One general guideline is that you should not compromise the rights of one group at the expense of the rights of another. In this case, however, it is not clear that the male student's rights are being compromised. While he does have to work with the female students, he does not have to have direct physical contact with them. Technology mediated communications may be a viable accommodation, although a religious authority with expertise in Islam should be consulted beforehand to ensure the accommodation meets religious guidelines.

   If a true stalemate were to occur, then generally, rights associated with things people cannot choose and that are genetic (such as gender, race/ethnicity, gender identity, disability, and sexual orientation) will take precedence over rights associated with identity variables that are chosen (such as religion and political orientation). Hate speech is a good example of this dynamic. Fundamentalist Christians, for example, do not have the right to openly advocate hatred of gay and lesbian people. This is a case where the rights associated with the identity dimension that is in-born and genetic (sexual orientation) takes precedence over the rights associated with the identity that is chosen (Fundamentalist Christian as it relates to religious freedom and free speech).

   In this particular case, therefore, it is likely that the rights of female students to be free from discrimination would be prioritized over the rights of the Muslim male to exercise religious freedom in the unlikely event that no acceptable compromise was available.

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2. **What types of resources could and should be used to help make good decisions in ambiguous situations like this?**

   Amy could consult university policy and procedure manuals to see if there is a formal policy in place for these types of situations. She should also carefully review her course outline to determine how the grading and assessment policies outlined in that document may constrain her decision making.
   Amy should seek additional expert opinions. Her Department Chair and Dean may be aware of similar incidents in the past and may be able to share how they were resolved. She should not rely solely on past precedent though. Her university likely has a specialist in the HR department who can offer informed insight. A religious authority on Islam could also be consulted to determine what the accepted parameters for social interaction might be.

3. **What diversity management policies and procedures could help decision makers to make fair and defensible decisions when rights seem to be in conflict with each other?**

   Employees/students should have timely access to a transparent, formalized process for diversity-related requests and complaints. That process should focus on mediation, empathy creation, and bringing together interested parties for reasoned discussion and negotiation. When mediation fails, decisions should be adjudicated by committee, with the membership reflecting the diversity of the group being serviced. There should be an appeal process. This structure should exist separate from the primary decision-making hierarchy such that complainants are not forced to report up their own command chain. (After all, what if their boss is the problem?) All of this helps to lessen the potential for individual bias and maintain consistency from one decision to the next. It also enables reporting and trend analysis such that the effectiveness of diversity programming can be better assessed moving forward.

Exercises

1. Self-analysis. What is your position on diversity in the workplace? How would you describe your attitude toward diversity? Be detailed in your analysis.
2. Web Crawling. Find and present an online article on diversity in a country other than Canada. What commonalities are exposed and what differences are shown to exist?
3. Teamwork. In small groups, meet and discuss diversity. Ask each group to prepare a list of metrics designed to measure progress in an organization toward diversity management. Each group should develop metrics to measure progress for both short-term and long-term objectives, and each group should develop metrics for upper-, middle-, and lower-level employees. Then, as a class, discuss the metrics - each group has developed. Look for the common ideas and discuss why they are important. Next, explore the lists for each employee level and discuss how and why they should be different.
4. Analyzing Your Organization (Cumulative Project). Ask students to brainstorm three diversity scenarios that could be encountered in an organization. For example, one scenario could involve two individuals who are up for a promotion. One is a white male, the other an Aboriginal woman. The team making the decision is led by

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a white male. The team promotes the white male. Then, ask students to meet with different members of their organization to discuss their views on the scenarios and how they perceive how the situation was handled. Students should try to meet with as diverse a group of individuals as possible, perhaps including individuals of different ages, races, genders, and so on. What conclusions can be drawn from these responses regarding the effectiveness of their organization's diversity management program? Keep in mind that this could be a very sensitive task, and instructors should review the need for anonymity and sensitivity in situations such as these.

Suggested Assignment

1. DiversityInc annually surveys companies, assesses their performance on a number of diversity factors, and publishes a list of their top 50 companies. Divide the class into small groups and have them visit the site at http://www.diversityinc.com, where they will find a link to the current DiversityInc Top 50.
2. Ask each group to select three of the companies listed, read the information provided, and identify the common themes on successful diversity management.
3. Have the students write up their findings and the potential impact of those general findings for the firms involved. Discuss the lessons that can be learned from these organizations.

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Essentials of Organizational Behaviour

First Edition



Chapter 2

Diversity in Organizations

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After studying this chapter you should be able to:

1. Describe the demographic characteristics of the Canadian labour force.
2. Explain the relevance of the Multiculturalism Act and other equity-focused legislation to Canadian diversity practices.
3. Assess the business benefits and management challenges associated with a diverse workforce.
4. Evaluate how stereotyping and workplace discrimination undermine equity goals.
5. Identify the key biographical characteristics that are prone to workplace stereotyping.
6. Contrast intellectual and physical ability.
7. Recommend best practices for managing diversity effectively within the organization

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Diversity in the Canadian Context

- First country to adopt multiculturalism as an official policy
- Valuing differences minimizes discrimination
- Increases an organization's access to the widest possible pool of skills, abilities, and ideas
- Differences among people can lead to miscommunication, misunderstanding, and conflict
- Managers can develop awareness about these characteristics and manage a diverse workforce effectively

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Multiculturalism as a Guiding Principle and Formal Policy

- 1971 Multiculturalism Policy of Canada confirmed:
  - the rights of Aboriginal peoples
  - the formal status of Canada's two official languages, English and French
- In 1988, policy supplemented by Multiculturalism Act, to be even more inclusive. Changes included:
  1. formal statements of support for the maintenance of languages other than Canada's two official languages,
  2. mandating programs and practices that enhance community participation for all citizens
  3. mandating programs and practices that enhance understanding and respect for diversity, and
  4. requiring the collection of statistical data measuring the outcomes of these initiatives.

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Demographic Characteristics of the Canadian Workforce (1 of 4)

Measure	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Economic Participation and Opportunity Sub-Index													
Labour Force Participation[26]	0.809	0.810	0.817	0.819	0.823	0.832	0.836	0.843	0.848	0.855	0.865	0.868	0.867
Wage Equality Between Women and Men for Similar Work[27]	0.729	0.702	0.729	0.728	0.699	0.718	0.683	0.706	0.698	0.702	0.701	0.700	0.705
Average Earned Income[28]	0.642	0.620	0.643	0.636	0.617	0.627	0.626	0.617	0.623	0.628	0.628	0.633	0.640
Legislators, Senior Officials and Managers[29]	.522	.542	.525	.570	.582	.619	.543	.550	.537	.516	.556	.574	.560
Professional and Technical Workers[30]	1.050	1.062	1.079	1.154	1.389	1.362	1.374	1.348	1.358	1.478	1.451	1.468	1.447

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Demographic Characteristics of the Canadian Workforce (2 of 4)

Sub-Index Score	0.728	0.718	0.730	0.735	0.725	0.740	0.718	0.726	0.724	0.724	0.732	0.736	0.737
Educational Attainment Sub-index													
Literacy Rate[31]	1.048	1.048	1.048	1.048	1.048	1.048	1.048	1.048	1.048	1.048	1.022	1.022	1.022
Net Primary Level Enrolment[32]	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Net Secondary Level Enrolment[33]	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	.99	.98
Gross Tertiary Level Enrolment[34]	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Sub-Index Score	1	1	1	1	1	1	1	1	1	1	1	0.999	0.996

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Demographic Characteristics of the Canadian Workforce (3 of 4)

Health and Survival Sub-Index													
Healthy Life Expectancy[35]	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06	1.06
Sex Ratio at Birth[36]	.945	.946	.946	.953	.939	.954	.952	.947	.950	.947	.952	.947	.951
Sub-Index Score	*0.980*	*0.980*	*0.980*	*0.980*	*0.976*	*0.980*	*0.980*	*0.980*	*0.980*	*0.980*	*0.980*	*0.980*	*0.980*
Political Empowerment Sub-Index													
Seats in Parliament[37]	.219	.219	.219	.219	.259	.259	.259	.259	.259	.259	.259	.267	.267
Women at Ministerial Level[38]	0.333	0.333	0.235	0.235	0.235	0.235	0.321	0.321	0.345	0.345	0.345	0.310	0.310

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Demographic Characteristics of the Canadian Workforce (4 of 4)

Number of Years of a Female Head of State (Last 50 Years) Over Male Value[39]	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
Sub-Index Score	*0.155*	*0.155*	*0.130*	*0.130*	*0.143*	*0.143*	*0.164*	*0.164*	*0.170*	*0.170*	*0.170*	*0.164*	*0.164*
Overall Gender Gap Score	**0.715**	**0.713**	**0.710**	**0.711**	**0.711**	**0.716**	**0.715**	**0.717**	**0.718**	**0.718**	**0.720**	**0.720**	**0.719**

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Levels of Diversity

- Demographics reflect **surface-level diversity**
- As people get to know one another, they see themselves in terms of personality and values, that represent **deep-level diversity**
  - Can be difficult to recognize at first because it relates to invisible patterns of thought and unstated (often non-conscious) cultural assumptions

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Biographical Characteristics

- **Biographical characteristics:** age, gender, ethnicity, disability, and immigration status
  - Diverse points of view are a strength:
    - generates better understanding of diverse customers' needs
    - more creativity and innovation
    - and broader social justice through inclusion
  - Variations in surface-level characteristics may still be the basis for discrimination against classes of employees.

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Age

- The relationship between age and performance is important because:
  - The workforce is aging
  - Mandatory retirement is outlawed

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Age (2 of 2)

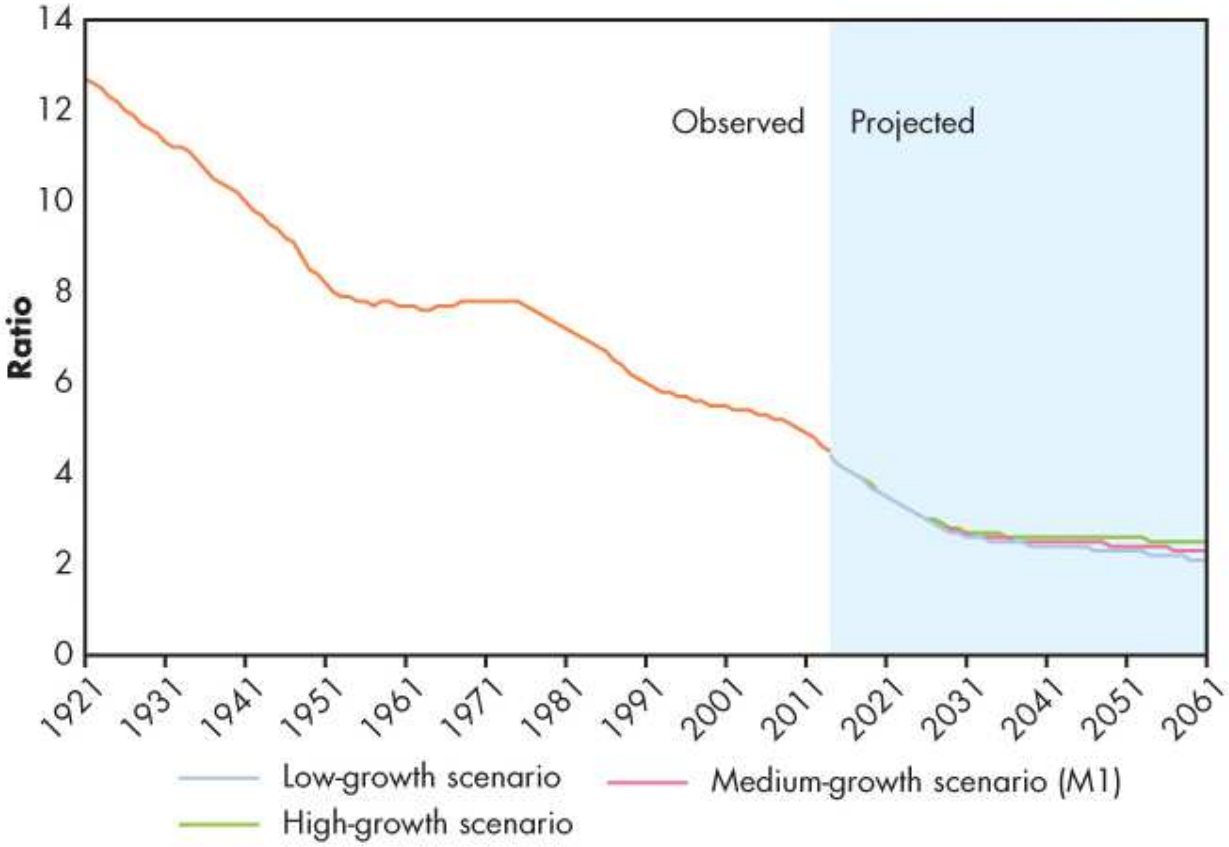


EXHIBIT 2-2 Ratio of Number of Persons Aged 15 to 64 for Each Person Aged 65 and Over

Source: Statistics Canada. "Population Projections for Canada, Provinces and Territories 2009 to 2036," 2010, Catalogue No. 91-520-XPE.

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Gender

- Few, if any, important differences in performance, but gender bias still exists
  - Statistics Canada data (2011) showed that for every $1 earned by a male, a female earned 74 cents
  - Females less likely to be assigned challenging positions by men, assignments that may help them achieve higher organizational positions

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Sexual Orientation and Gender Identity

- Federal law prohibits discrimination based on sexual orientation.
  - Protection extends benefits to same-sex spouses and common-law partners.
- Needs of transgendered individuals are receiving increased attention.
  - Gender-neutral washrooms make the workplace more welcoming for transgendered persons, contributing to a culture of respect.

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Race, Ethnicity, and Immigration Status
(1 of 3)

- **Race:** biological heritage people use to identify themselves.
- Racial minorities report higher levels workplace discrimination.
- Aboriginal people have experienced most negative outcomes:
  - In 2012 the general unemployment rate across Canada was 7.2 percent, while for Aboriginals it was 14.8
- New immigrants experience skill discounting and discrimination when attempting to enter the Canadian labour market.
- Refugees are brought into Canada on compassionate grounds to satisfy obligations under the UN Convention for Refugees (1951)

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Race, Ethnicity, and Immigration Status

(2 of 3)

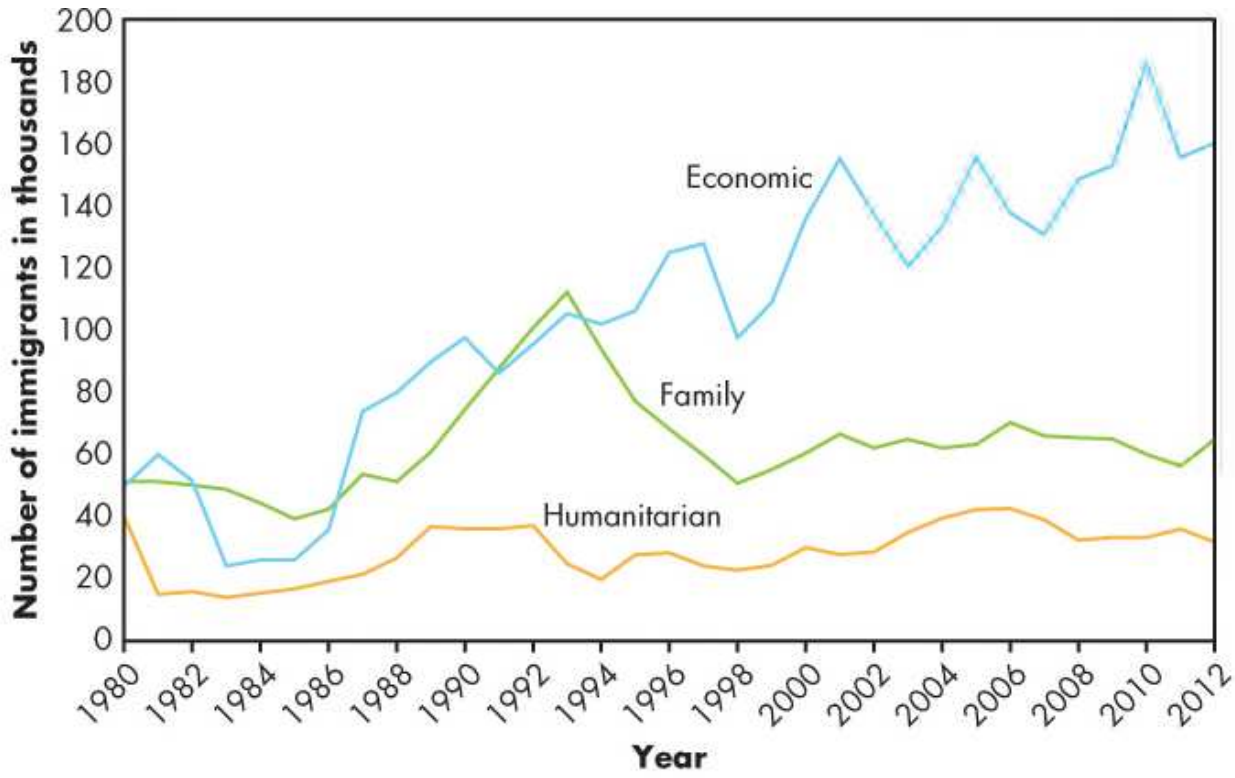


EXHIBIT 2-4 Number of Immigrants by Category of Admission

Data available as of October 2013. A small number of immigrants in other categories of admission are not shown in this figure. Most immigrants admitted to Canada in 2012 were part of the economic category of the immigration policy.

Source(s): Citizenship and Immigration Canada.

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Race, Ethnicity, and Immigration Status

(3 of 3)

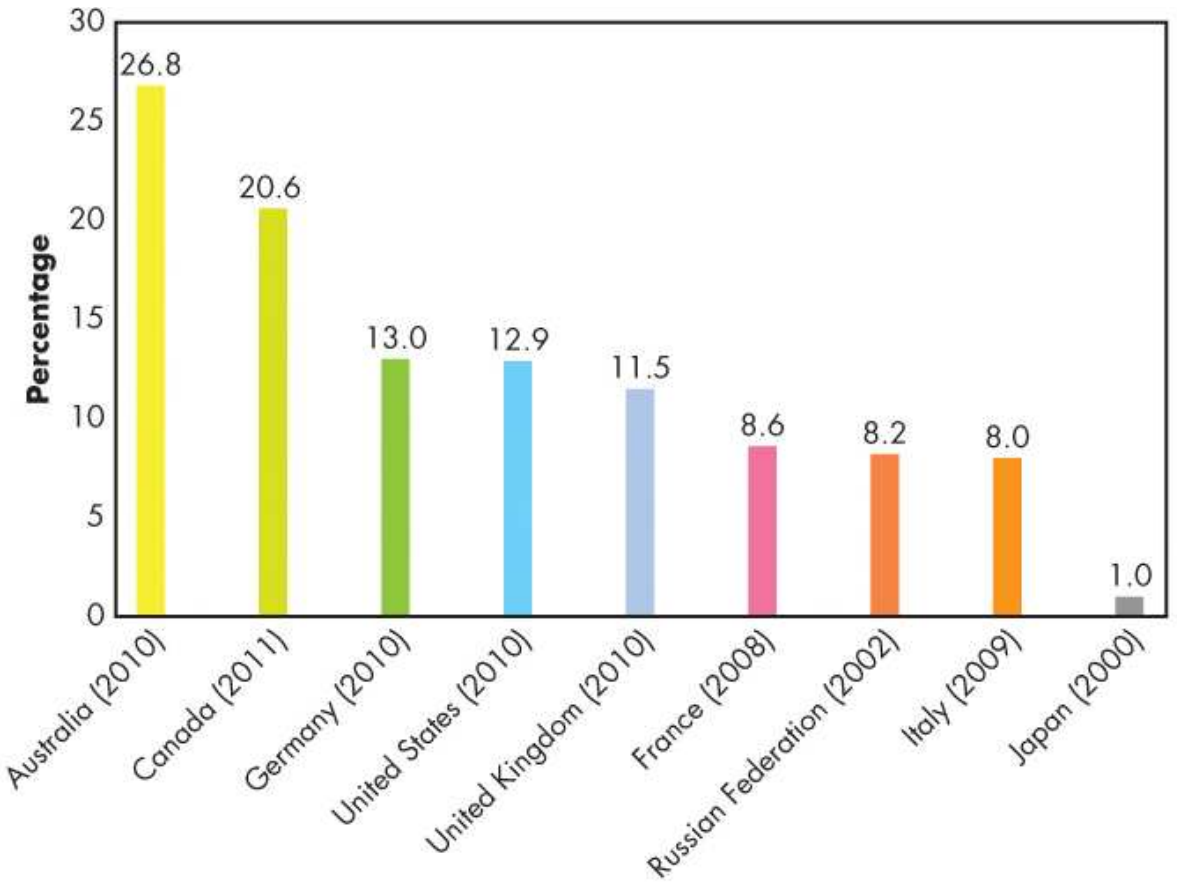


EXHIBIT 2-5 Proportion of Foreign-Born Population

Source(s): Statistics Canada 2013. *Immigration and Ethnocultural Diversity in Canada*, National Household Survey 2011, Catalogue No. 99-010-x, Figure 1.

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Disability

- Workers with disabilities have traditionally experienced many challenges and barriers in the labour force.
  - Disabilities are broadly defined and can be physical or intellectual
  - Accommodation maximizes participation.
  - Receipt of accommodations associated with job retention, increased morale, and productivity.
- Canadian Charter of Rights and Freedoms, Human Rights Act, and Employment Equity Act prohibit discrimination based on disability and mandate reasonable accommodation.

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Forms of Discrimination

Exhibit 2-8 Forms of Discrimination (1 of 2)

Type of Discrimination	Definition	Examples from Organizations
Discriminatory policies or practices	Actions taken by representatives of the organization that deny equal opportunity to perform or unequal rewards for performance.	Older workers may be targeted for layoffs because they are highly paid and have lucrative benefits.
Sexual harassment	Unwanted sexual advances and other verbal or physical conduct of a sexual nature that create a hostile or offensive work environment.	Salespeople at one company went on company-paid visits to strip clubs, brought strippers into the office to celebrate promotions, and fostered pervasive sexual rumours.
Intimidation	Overt threats or bullying directed at members of specific groups of employees.	Workers with psychiatric disabilities have reported being threatened and bullied by coworkers. Their bullies are sometimes reacting out of fear since they mistakenly assume that people with conditions like schizophrenia or bipolar disorder are more likely to be violent. That is simply not true.

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Exhibit 2-8 Forms of Discrimination (2 of 2)

Mockery and insults	Jokes or negative stereotypes; sometimes the result of jokes taken too far.	Arab-Americans have been asked at work whether they were carrying bombs or were members of terrorist organizations.
Exclusion	Exclusion of certain people from job opportunities, social events, discussions, or informal mentoring; can occur unintentionally.	Many women in finance claim they are assigned to marginal job roles or are given light workloads that don't lead to promotion.
Incivility	Disrespectful treatment, including behaving in an aggressive manner, interrupting the person, or ignoring varying opinions.	Female lawyers note that male attorneys frequently cut them o or do not adequately address their comments.

Source: J. Levitz and P. Shishkin, "More Workers Cite Age Bias After Layoffs," *Wall Street Journal* (March 11, 2009), pp. D1–D2; W. M. Bulkeley, "A Data-Storage Titan Confronts Bias Claims," *Wall Street Journal* (September 12, 2007), pp. A1, A16; D. Walker, "Incident with Noose Stirs Old Memories," *McClatchy-Tribune Business News* (June 29, 2008); D. Solis, "Racial Horror Stories Keep EEOC Busy," *Knight-Ridder Tribune Business News*, July 30, 2005, p. 1; H. Ibish and A. Stewart, *Report on Hate Crimes and Discrimination Against Arab Americans: The Post–September 11 Backlash, September 11, 2001–October 11, 2001* (Washington, DC: American-Arab Anti-Discrimination Committee, 2003); A. Raghavan, "Wall Street's Disappearing Women," *Forbes* (March 16, 2009), pp. 72–78; and L. M. Cortina, "Unseen Injustice: Incivility as Modern Discrimination in Organizations," *Academy of anagement Review* 33, no. 1 (2008), pp. 55–75.

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Implementing Diversity Management Strategies

- **Diversity management:** Makes everyone more aware of and sensitive to the needs and differences of others

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Attracting, Selecting, Developing, and Retaining Diverse Employees

- Target underrepresented groups
- Ensure the hiring and promotion is bias free
- Develop a positive diversity climate
  - Workers prefer organizations that value diversity

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Diversity in Groups

- Diversity can both help and hurt team performance
- Leverage differences for superior performance
- Transformational leaders are more effective in managing diverse teams

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Effective Diversity Programs

- Teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people regardless of their demographic characteristics
- Teach managers how a diverse workforce will be better able to serve a diverse group of customers and clients
- Foster personal development practices that bring out the skills and abilities of all workers

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Implications for Managers

- Understand your organization's antidiscrimination policies thoroughly and share them with your employees
- Assess and challenge your stereotype beliefs to increase your objectivity
- Look beyond observable biographical characteristics and consider the individual's capabilities before making management decisions
- Fully evaluate what accommodations a person with disabilities will need and then fine-tune the job to that person's abilities
- Seek to understand and respect the unique biographical characteristics of your employees; be fair but individualistic

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Summary

1. Described the demographic characteristics of the Canadian labour force.
2. Explained the relevance of the Multiculturalism Act and other equity-focused legislation to Canadian diversity practices.
3. Assessed the business benefits and management challenges associated with a diverse workforce.
4. Evaluated how stereotyping and workplace discrimination undermine equity goals.
5. Identified the key biographical characteristics that are prone to workplace stereotyping.
6. Contrasted intellectual and physical ability.
7. Recommended best practices for managing diversity effectively within the organization

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Mini Case: Disability-based Discrimination

Discussion Questions

1. Did the history of conflict between First Nations people and legal officials influence what happened here?

2. What does the situation experienced by Billy-Jo Nachuk tell us about our own capacity for bias and decision-making errors?

3. Do you think providing training in the workplace about disability rights will be adequate to prevent similar incidents in the future? Why or why not? If not, what else should Brandon Police Services consider doing?

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Mini Case: Classroom Diversity and Groups

Discussion Questions

1. What should Amy Liu do?

2. What types of resources could and should be used to help make good decisions in ambiguous situations like this?

3. What diversity management policies and procedures could help decision makers to make fair and defensible decisions when rights seem to be in conflict with each other?

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