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CHAPTER 2

Diversity, Equity, and Inclusion in Organizations

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

2-1. Describe the two major forms of workplace diversity.
2-2. Demonstrate how workplace discrimination undermines organizational effectiveness.
2-3. Explain how four major theoretical perspectives contribute to our understanding of workplace diversity.
2-4. Describe the role diversity plays in the interactions between people.
2-5. Discuss the implications of cross-cultural matters for organizational behavior (OB).
2-6. Describe how organizations manage diversity effectively.

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This chapter opens with a vignette describing the struggles a successful minority entrepreneur, Tristan Walker, experienced finding investors for his health and beauty company, Bevel, geared toward people of color. Walker is also a cofounder of Code 2040, a not-for-profit committed to making pathways for underrepresented engineers to pursue careers in the tech industry, who worked in Silicon Valley as an employee of Foursquare and as the founder of Walker & Company. During his tenure in Silicon Valley, he experienced the lack of diversity in technology firms and their inability to understand diverse employees and customers. Several technology companies in the United States have recognized this problem. However, they have continued to struggle to meaningfully increase the percentage of Black and Latinx employees, even after donating millions of dollars to social justice organizations. Silicon Valley's persistent lack of diversity was problematic for Walker. He had difficulty finding investors who could relate to the need for a personal care company geared toward Black Americans even though they spend $1.3 trillion a year on these products. He eventually moved Walker & Company to Atlanta to escape the culture of the Tech Industry in Silicon Valley, which he felt emphasized cultural uniformity, and a place where diverse customer bases were undervalued. He hopes his success as a minority entrepreneur, employer of underrepresented groups, and being acquired to become subsidiarity of Procter & Gamble in 2013 are examples of the opportunities organizations can find when managers craft inclusive work environments. The story is a hopeful account of an entrepreneur finding success, inspires entrepreneurs from underrepresented populations, and shows all entrepreneurs the potential benefits of utilizing a diverse workforce and an inclusive workplace. This chapter looks at how organizations can effectively manage diversity and craft inclusive work environments where people can flourish.

BRIEF CHAPTER OUTLINE

I. Understanding Diversity
   A. Individual characteristics like age, gender identity, sexual orientation, race, ethnicity, and culture can influence interactions and performance in the workplace. Managers that develop awareness about these characteristics can manage a diverse workforce effectively.

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B. Levels of Diversity
   1. Characteristics such as gender, age, and race reflect **surface-level diversity**. **Surface-level diversity** can lead employees to make stereotypes and assumptions about others from certain demographic backgrounds.
   2. Evidence suggests people are less concerned about demographic differences if they see themselves as sharing more important characteristics, such as personality and values, that represent **deep-level diversity**.

C. **Biographical characteristics** such as age, gender identity, race, and ethnicity are some of the most obvious ways employees differ.
   1. Start with factors that are readily available in an employee's human resources file.
   2. Race and Ethnicity
      a. Laws against racial and ethnic discrimination are in effect in many countries, including Australia, the United Kingdom, and the United States.
         (1) We define race as the heritage people use to identify themselves; ethnicity is the additional set of cultural characteristics that often overlaps with race.
      b. Due to systemic racism.
         (1) Members of racial and ethnic minorities report higher levels of discrimination in the workplace.
         (2) Black people generally do worse than whites in employment decisions (a finding that may not apply outside the United States).
   3. Age
      a. Age in the workforce will be an increasingly important issue in the future.
         (1) The workforce is aging worldwide in most developed countries.
         (2) Workers over 60 years old plan to delay retirement.
         (3) Forty countries have laws directly prohibiting age discrimination.
      b. Stereotypes of older workers include being behind the times, grumpy, and inflexible. But these stereotypes are changing.
      c. Studies have shown no relationship between age and job performance, but older workers tend to be more satisfied with their work and report better relationships with coworkers.
   4. Gender Identity and Sexual Orientation
      a. Gender identity means peoples' deeply held sense of or identification with their own gender. Identity may not match one's sex at birth and cannot be neatly categorized.
      b. Sexual orientation means peoples' patterns or enduring physical, emotional, and/or romantic attraction toward others.
         (1) Surveys indicate that more than 90 percent of Fortune 500 companies have policies that cover sexual orientation. (More than 80 percent have policies covering gender identity.)
      c. Biases and stereotypes persist, resulting in what has been called the *glass ceiling,* impeding the advancement of those who identify as women. In the hiring realm, managers are influenced by gender bias when selecting candidates for certain positions.
      d. A study of twenty organizations in Spain suggested that women are generally selected for leadership roles that require handling organizational crises – positions

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in which they are usually set up to fail, a phenomenon commonly referred to as the *glass cliff*.

e. Yet biases and stereotypes persist.
   (1) Men are more likely to be chosen for leadership roles.
   (2) Women still earn less money than men for the same positions, but research shows women's representation in leadership positions is predictive of improved financial performance in organizations.

f. While much has changed, the full acceptance and accommodation of lesbian, gay, bisexual, transgender, queer/questioning, and other gender identifications (LGBTQ+) employees remain a work in progress.
   (1) In the United States, a Harvard University study sent fictitious but realistic résumés to 1,700 actual entry-level job openings. The applications were identical with one exception: Half mentioned involvement in gay organizations during college, and the other half did not. The applications without the mention received 60 percent more callbacks than the ones with it.
   (2) Organizations and managers are beginning to understand there are both ethical and financial reasons to be more inclusive.

g. Diversity is an essential concept in OB because individual differences shape preferences for rewards, communication styles, reactions to leaders, negotiation styles, and many other aspects of behavior in organizations.

II. Prejudice and Discrimination in Organizations

A. Prejudice and Implicit Bias

1. **Prejudice** is an attitude (see the next chapter) representing broad, generalized feelings toward a group or its members that maintain the hierarchy between that group and other groups.
2. **Implicit bias** refers to prejudice that may be hidden outside one's conscious awareness.
   a. Several organizations, such as Starbucks, have begun to offer implicit bias recognition training programs.

B. Discrimination, Disparate Impact, and Treatment

1. **Discrimination** involves actions or behaviors that create or reinforce some groups' advantages over other groups and their advantages over other groups and their members.
   a. Exhibit 2-1 provides definitions and examples of some forms of discrimination.
   b. Tens of thousands of cases of employment discrimination are documented every year, and many more go unreported.
2. Disparate Impact and Treatment
   a. **Disparate impact** occurs when employment practices have a discriminatory effect on a legally protected group of people.
      (1) Disparate impact is unintentional (it focuses on the discriminatory "impact" of neutral employment practices).
   b. **Disparate treatment** is intentional and represents employment practices intended to have a discriminatory effect on a legally protected group of people.
3. Because employees who perceive they are discriminated against feel higher levels of stress and injustice in their workplaces, discrimination can result in many adverse

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outcomes, including negative job attitudes and poor physical and psychological health outcomes.

4. Discrimination can also lead to increased negative consequences for employers, including reduced productivity and organizational citizenship behavior (OCB), more conflict, increased turnover, and even increased risk-taking behavior.
5. Employers who use social media information (e.g., reviewing candidates' Facebook, TikTok, or Instagram profiles to find more information about them) can end up becoming biased by their demographic characteristics, leading to disparate impact even when a structured, systematically administered questionnaire is used to rate the social media profiles.

C. Subtle Discrimination in the Workplace

1. **Microaggressions** are often referred to as automatic, subtle, stunning exchanges between people that negatively impact those with minority or marginalized backgrounds.
   a. These can take the form of *microinsults* (i.e., rudeness or insensitivity) or *microinvalidations* (i.e., language that excludes, nullifies, or negates the thoughts, feelings, or experiences of others).

III. Theoretical Perspectives on Prejudice, Discrimination, and Diversity

A. **Social Categorization**

1. Despite many people's claims to "not see color" and that they are "color-blind," all people engage in a number of cognitive processes to make sense of the world.
2. These social categorization processes can lead people to separate and divide, forging a distinction between "us" (the *ingroup*) and "them" (the *outgroup*) and leading to bias as ingroup favoritism and outgroup derogation.
3. Social categorization may also lead people to make inferences about what others are like or are interested in that are not true, or they may even lead you to misclassify them as belonging to that group.

B. Stereotyping, Stereotype Threat, and Stigma

1. Stereotyping, people may "typecast" others, or lump them into a category based on superficial, demographic characteristics.
2. **Stereotyping** is judging someone based on our perception of the group to which that person belongs.
   a. Stereotypes can be insidious not only because they may lead to the formation of prejudice but also because they can affect how potential targets of discrimination see themselves.
3. **Stereotype threat** describes the degree to which we are concerned with being judged by or treated negatively based on a certain stereotype.
   a. People become their own worst enemies when they feel a stereotype threat.
      (1) They may unconsciously exaggerate the stereotype.
      (2) They may engage in self-handicapping.
      (3) They may over-compensate for the stereotype threat they feel.
      (4) Stereotype threat can serve as a "brain drain" for employees, causing them to deplete their working memories so that they do not perform as well on employment tests or training.
4. Stereotype threat has serious implications for the workplace. It can lead to underperformance on tests, performance evaluations, training exercises, negotiations,

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and everyday interactions with others as well as to disengagement, poor job attitudes, a reluctance to seek feedback, and poor performance in the employees experiencing the threat.

5. The following organizational changes can be successful in reducing stereotype threat: increasing awareness of how stereotypes may be perpetuated, reducing differential and preferential treatment through objective assessments, confronting microaggressions against minority groups, and adopting transparent practices that signal the value of all employees.

C. Stigma represents attributes that cannot be readily seen, are concealable, and convey an identity that is devalued in certain social contexts.

D. System Justification and Social Dominance
   1. System Justification theory suggests that group members may often accept, rationalize, legitimate, or justify their experiences with inequality, prejudice, and discrimination compared with other groups.
   2. Social dominance theory suggests that prejudice and discrimination are based on a complex hierarchy, with one group dominating over another and the dominating group enjoying privilege not afforded to the subordinate group.
   3. A social dominance orientation (SDO) reflects whether people desire and support this hierarchy and whether they believe that some groups are inferior and others are superior.
      a. Researchers have suggested that an individual's SDO is one of the most important predictors of whether they hold prejudicial beliefs or discriminate against others.
      b. While on the job, managers with a higher SDO judge low-status individuals' job performance more harshly and less warmly, especially when they are perceived as obtaining special treatment.

E. Intersectionality and the Culture Mosaic
   1. Intersectionality is the idea that identities interact to form different meanings and experiences, highlights the complexity in understanding diversity in organizations and recognizes that social categories themselves may not be enough to understand individuals' unique contributions to their organizations.
   2. Diversity as a Cultural Mosaic. When it comes to intersectionality, there is so much more to people than considering the intersection between two demographic characteristics at a time (e.g., gender identity and age). Indeed, people are made up of multiple intersections and combinations of characteristics that make them uniquely who they are—and that affect their interactions with similarly unique others.
      a. Similar to the SDO described previously, workers may also hold *cultural mosaic beliefs* (CMB) that influence their support for diversity, acceptance, and inclusion of people from different backgrounds.

IV. Diversity Dynamics

A. Group Composition
   1. The question becomes how managers, knowing that people are different, should build teams to increase performance and cohesion and reduce conflict?
   2. Differences between the group/team and its leader also matter, with justice perceptions (see the chapter on motivation applications) playing a strong role.

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3. Surface-level diversity appears to increase group conflict, especially in the early stages of a group's tenure, which often lowers group morale and raises group turnover.
4. At a deeper level, groups in which members' values or opinions differ tend to experience more conflict, but leaders who can get the group to focus on the task at hand and encourage group learning are able to reduce these conflicts and enhance discussion of group issues.
5. Differences in skills, abilities, experiences, or other characteristics needed for the job among team members, may improve team performance and innovation, but these effects are contingent on several factors.

B. **Fault Lines** are the perceived divisions that split groups into two or more subgroups based on individual differences such as sex, race, age, work experience, language, and education.
1. Research on multicultural groups suggests that policies, practices, and procedures that welcome and accept diversity and that assume a diversity in thought lead to an effective exchange of thoughts and more effective teams.

V. Cross-Cultural Organizational Behavior (OB)

A. Introduction
1. Many people carry a strong *cultural identity* as well, a link with the culture of family ancestry, values, and religion that 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 or fostering alienation among cultural minorities.

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B. Hofstede's Framework
1. One of the most widely referenced approaches for analyzing variations among cultures was introduced in the late 1970s by Geert Hofstede.
   a. **Power distance** describes the degree to which people in a country accept that power in institutions and organizations is distributed unequally.
   b. **Individualism** is the degree to which people prefer to act as individuals rather than as members of groups and believe in an individual's rights above all else. **Collectivism** emphasizes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them.
   c. **Masculinity versus Femininity**. Masculinity is the degree to which the culture favors traditional masculine roles such as achievement, power, and control, as opposed to viewing men and women as equals.
   d. **Uncertainty avoidance** is the degree to which people in a country prefer structured over unstructured situations.
   e. **Long-term versus short-term orientation** describes how societies vary in their focus on meeting the challenges of the present and future as opposed to maintaining a link with their past.

C. The GLOBE Framework
1. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) research program is an ongoing cross-cultural investigation of leadership and national culture.
2. The GLOBE team built upon Hofstede's work by identifying nine dimensions on which national cultures differ.

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3. Power distance and uncertainty avoidance remained unchanged and the updated GLOBE dimensions include:
   a. **Future orientation** is the extent to which a society believes its actions can influence the future.
   b. **Institutional collectivism**: Extent to which a society supports collective action and resource distribution.
   c. **Ingroup collectivism**: Extent to which a society values loyalty, pride, patriotism, and cohesion.
   d. **Gender egalitarianism**: Extent to which a society deemphasizes traditional gender roles.
   e. **Assertiveness**: Extent to which a society emphasizes confidence and advocating for what one wants.
   f. **Humane orientation**: Extent to which a society values caring, friendliness, altruism, fairness, kindness, and generosity.
   g. **Performance orientation**: Extent to which a society values producing results, excellence, and productivity.

D. **Cultural Tightness and Looseness** refers to the degree to which there are clear, pervasive norms within societies, a clear understanding of sanctions for violating those norms, and no tolerance for deviating from those norms.
   1. In tight cultures, there are strong norms in place, and so workers are motivated to follow them—as such, when rigorous hiring systems, training programs, reward systems, and participative decision-making practices are enacted by organizations, they tend to be successful because workers tend to implement the practices.

E. Religion
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   1. Faith and religion are a big part of people's cultures and can be an employment issue wherever religious beliefs prohibit or encourage certain behaviors.
   2. Reasonable accommodation, like that stipulated in the Americans with Disabilities Act (ADA) (see the chapter on HR policies), is also required for religious exemptions in the United States.

F. Expatriate Adjustment
   1. If international assignments are not handled properly and carefully, poor adjustment can result in employee dissatisfaction, poor performance, prejudice, and misunderstanding.
   2. Although adjustment tends to increase over time for all expatriates, those with previous culture-specific work experience as well as higher self-esteem and self-efficacy tend to adjust and be promoted more quickly.
   3. Nearly all expatriates will have a difficult time adapting to tight countries because they have to adapt to strongly observed, heavily enforced norms.

G. **Cultural Intelligence (CQ)** is a worker's ability to effectively function in culturally diverse settings and situations.
   1. CQ has been found to be associated with expatriate career aspirations and adjustment, job performance, psychological health and well-being, cross-cultural leadership, negotiation performance, and OCB in organizations.
   2. Research shows that executives' experiences in multinational firms tend to predict their ability to manage international affairs when they are broad and general in nature.

VI. Implementing Diversity Management

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A. Introduction
   1. **Diversity management** involves the use of evidence-based strategies to manage and leverage the inherent diversity of the workforce.
   2. Organizations have begun to focus on *diversity, equity*, and *inclusion* (DEI) as three strategic and principled goals to strive toward.
      a. A focus on *diversity* involves celebrating rather than denigrating the differences between people and enhancing the representation of diverse, marginalized people in the workforce.
      b. A focus on **equity** involves striving to provide access to the same opportunities for all workers, recognizing that some people are afforded privileges and advantages while others are confronted with barriers and obstacles.
      c. A focus on **inclusion** involves creating an environment in which all feel valued, welcomed, and included.

B. Theoretical Basis Underlying Diversity Management
   1. **The Common Ingroup Identity Model** involves transforming workers' focus on what divides them to what unites them, changing perceptions of "us" and "them" to a more inclusive "we."
   2. The **Contact Hypothesis** proposes that the more people from diverse backgrounds interact with one another, the more prejudice and discrimination between the groups will decrease over time.

C. Diversity Management Practices
   1. Organizations use a variety of diversity management practices to meet their goals of enhancing DEI in the workplace. Unfortunately, many managers have yet to aspire toward these goals (if they consider diversity management at all) and instead focus on practices that are identity-blind or that single out minority groups for differential (instead of inclusive) treatment. Further, managers can become overly focused on preventing exclusion (e.g., complying with legal regulations, avoiding disparate impact) at the expense of promoting inclusion (e.g., establishing a psychologically safe, inclusive environment).
   2. Leading for Diversity
      a. Apart from the roles that leaders play, leaders should seek to develop personal knowledge, skills, and competencies related to diversity management.
      b. Leaders should assume four primary roles in diversity leadership: (1) advocate for diversity as a resource, (2) promote positive intergroup interactions, (3) stimulate discussions and conversations among those of different backgrounds to manage the organizations' knowledge, and (4) encourage continuous reflection on the organizations' diversity practices, processes, and goals.
      c. Leaders can (1) facilitate belongingness by supporting all workers as members of the team and including them in decision making and (2) convey that their uniqueness is valued by encouraging diverse contributions and helping all members fully contribute.
   3. Diversity Recruitment and Staffing
      a. One method of enhancing workforce diversity is to target recruitment messages to specific demographic groups that are underrepresented in the workforce.
      b. Hiring managers need to value fairness and objectivity in selecting employees and focus on the productive potential of new recruits.

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4. Diversity Training and Development
    a. Most diversity training programs have three distinct components. First, they teach people about the legal framework for an equal employment opportunity and encourage fair treatment of all people regardless of their demographic characteristics. Second, they teach people how a diverse workforce is better able to serve a diverse market of customers and clients. Third, they foster personal development practices that bring out the skills and abilities of all workers, acknowledging how differences in perspective can be a valuable way to improve performance for everyone.
    b. Mentorship programs may also be established to advance an organization's DEI goals.

D. Cultures and Climates for Diversity
1. A **diversity culture** values and prioritizes diversity and inclusion and believes that it should be fostered within the organization.
2. A **diversity climate** flows from a diversity culture and reflects the shared perceptions of diversity- and inclusion-enhancing policies, practices, and procedures in the organization.
3. Diversity culture and climate in many ways put the common ingroup identity model into practice, with all employees identifying with the organization as a cohesive group.

E. The Challenge of Diversity Management
1. Leaders and managers of organizations are confronted with the challenge of demonstrating a commitment to DEI—but if they appear to be doing so for self-interested reasons or otherwise appear to be "all talk" (i.e., saying that they value diversity but doing nothing about it), they can lose all credibility.
2. When leaders and managers are half-heartedly committed to DEI they will engage in **tokenism**, or a perfunctory effort to enhance representation to make it seem like their company values diversity.
3. Diversity management can lead to several paradoxical effects.
4. The surrounding context, major events, and even the overarching diversity culture and climates at the regional level can have an influence on the success of diversity management.

VII. Summary

A. This chapter looked at diversity from many perspectives. We paid particular attention to three variables—biographical characteristics, ability, and diversity programs.
B. Diversity management must be an ongoing commitment that crosses all levels of the organization.
C. Policies to improve the climate for diversity can be effective, and diversity management can be learned.
1. Understand your organization's anti-discrimination policies thoroughly and share them with your employees.
2. Assess and challenge your stereotype beliefs to increase your objectivity.
3. Look beyond readily observable biographical characteristics and consider the individual's capabilities before making management decisions; remain open and encouraging for individuals to disclose any hidden disabilities.

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4. Evaluate fully what accommodations a person with disabilities will need and then fine-tune a job to that person's abilities.

D. Seek to understand and respect the unique biographical characteristics of each individual; a fair but individualistic approach yields the best performance.

VIII. Implication for Managers

A. Strive to be aware of and sensitive to the complex implications of diversity in your organization.
B. Assess and challenge your own beliefs, prejudices, and stereotypes to increase your awareness of bias.
C. Take efforts to root out illegal, discriminatory practices, both overt and subtle, in your organization.
D. Look beyond readily observable biographical characteristics and consider individuals' capabilities before making management decisions.
E. Educate your colleagues, subordinates, and others about both the ethical and business case for diversity to increase buy-in for diversity management.
F. Identify the potential impact of diversity dynamics in your groups and teams and be mindful of them when administering assessments, building teams, and resolving conflict.
G. The more you understand and consider differences between cultural values, norms, and identities, the better you will be able to adapt to and manage cross-cultural dynamics in your organization.
H. Implement evidence-based best practices when developing your organization's diversity management initiatives, focusing on diversity, equity, and inclusion.
I. Strive to develop a diverse culture and climate where employees feel that diversity, equity, and inclusion are valued and put into practice and feel safe to contribute as their authentic selves.
J. Be mindful of the fact that diversity management may not be successful right away. There are many barriers to its effectiveness, some avoidable (e.g., authenticity and tokenism) and some unavoidable (e.g., systemic bias, your organization's cultural context).

IX. Implementing Diversity Management Strategies

A. Introduction
   1. Having discussed a variety of ways in which people differ, we now look at how a manager can and should manage these differences.
   2. **Diversity management** makes everyone more aware of and sensitive to the needs and differences of others.

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.
   2. Research has shown that women and minorities have a greater interest in employers that make special efforts to highlight a commitment to diversity in their recruiting materials.
   3. Diversity advertisements that fail to show women and minorities in positions of organizational leadership send a negative message about the diversity climate at that organization.

C. Diversity in Groups
   1. Groups are an essential part of organizational settings.

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a. If employees feel no cohesion or sense of membership, group attributes are likely to be less.
b. Does diversity help or hurt group performance?
(1) Whether diverse or homogeneous teams are more effective depends on the characteristic of interest.
(2) On the other hand, teams of individuals who are highly intelligent, conscientious, and interested in working in team settings are more effective.
c. In other cases, differences can be a strength.
(1) Groups of individuals with different types of expertise and education are more effective than homogeneous groups.

D. Expatriate Adjustment
1. The experience of moving to a different country and adjusting to its new cultural, interactive, and work-related norms is a major undertaking for both the expatriate (i.e., the employee on international assignment) and the host country nationals.
2. If it is not handled properly, poor adjustment can result in employee dissatisfaction, poor performance, prejudice, and misunderstanding.
3. Studies suggest that organizations should select employees for international assignments who are capable of adjusting quickly and then ensure they have the support they need for their assignments.

E. Effective Diversity Programs
1. Effective diversity programs have three components:
a. They teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people regardless of their demographic characteristics.
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b. They teach managers how a diverse workforce will be better able to serve a diverse market of customers and clients.
c. They foster personal development practices that bring out the skills and abilities of all workers, acknowledging how differences in perspective can be a valuable way to improve performance for everyone.
2. Much concern about diversity has to do with fair treatment.
3. Organizational leaders should examine their workforce to determine whether target groups have been underutilized.
4. If groups of employees are not proportionally represented in top management, managers should look for any hidden barriers to advancement.
5. Communications should focus as much as possible on qualifications and job performance; emphasizing certain groups as needing more assistance could well backfire.

X. Summary and Implications for Managers
A. This chapter looked at diversity from many perspectives. We paid particular attention to three variables—biographical characteristics, ability, and diversity programs.
B. Diversity management must be an ongoing commitment that crosses all levels of the organization.
C. Policies to improve the climate for diversity can be effective, and diversity management can be learned.
1. Understand your organization's anti-discrimination policies thoroughly and share them with your employees.

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2. Assess and challenge your stereotype beliefs to increase your objectivity.
3. Look beyond readily observable biographical characteristics and consider the individual's capabilities before making management decisions; remain open and encouraging for individuals to disclose any hidden disabilities.
4. Evaluate fully what accommodations a person with disabilities will need and then fine-tune a job to that person's abilities.
5. Seek to understand and respect the unique biographical characteristics of each individual; a fair but individualistic approach yields the best performance.

INSTRUCTOR RESOURCES

Below are some of the text's exercises. Instructors may wish to use some of these resources when presenting this chapter to students. These instructor resources also include teaching notes and suggestions, class and group exercises, and supplemental assignments useful for teaching and learning.

Text Exercises

- Myth or Science?: Bald is Better
- Toward a Better World: Hot Chicken Takeover: Putting Restorative Justice Into Practice
- An Ethical Choice: Affirmative Action for Unemployed Veterans
- Questions for Review
- Point/Counterpoint: Using Artificial Intelligence for Hiring Leads to Greater Diversity
- Experiential Exercise: Differences
- Ethical Dilemma: Should You Question an Employer About Its DEI Policy?

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Text Cases

- Case Incident: Can Organizations Train Diversity?

Supplemental Assignment or Activity

This section presents an exercise that is NOT found in the student's textbook. These assignments or activities reinforce the text's emphasis through various activities. Some 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 any time throughout the class—some may be more effective as icebreakers, while some may be used to pull together various concepts covered in the chapter.

Supplemental Web Exercises

At the end of each chapter of this Instructor's Manual, you will find suggested exercises and ideas for researching OB topics on the Internet. You may want to assign the exercises as an out-of-class activity or as lab activities with your class.

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Myth or Science?
Bald is Better

This exercise contributes to:
***Learning Objectives**: Describe the two major forms of workplace diversity*
***Learning Outcomes**: Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

Surprisingly, it appears true that bald is better for men in the workplace. A recent study showed that observers believe a male's shaved head indicates greater masculinity, dominance, and leadership potential than longer or thinning hair. Thinning hair was perceived as the least powerful look, and other studies have agreed that male-pattern baldness (where some hair remains) is not considered advantageous. But why is this?

In some respects, the reported youthful advantage of a shaved head is counterintuitive. Because we have more hair when we are young, and our culture considers youthfulness a sign of capability (if you doubt this, see the sections on aging in this chapter), it would make more sense for a hairless head to be a distinct disadvantage. Yet the media is loaded with images of powerful men with shaved heads – military heroes, winning athletes, and action heroes. No wonder the study participants declared the men with shaved heads were an inch taller and 13 percent stronger than the same men with hair.

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A bald head has become the hallmark of some important CEOs, notably Jeff Bezos of Amazon, Lloyd Blankfein of Goldman Sachs, Marc Andreessen of Netscape, and "Shark Tank" investor Daymond John. Men who shave their heads report it can give them a business advantage, whether or not it makes them look younger (which is debatable). According to psychologist Caroline Keating, just as older silver-back gorillas are "typically the powerful actors in their social groups," so it is in the office, where baldness may "signal who is in charge and potentially dangerous." Research professor Michael Cunningham agrees, adding that baldness "is nature's way of telling the rest of the world you are a survivor." Men with shaved heads convey aggressiveness, competitiveness, and independence, he adds. Will you join the 13 percent of men who shave their heads? Though we don't wish to advocate head shaving for this reason, it does demonstrate how biased we continue to be in judging people by superficial characteristics. Time will tell if this situation ever improves.

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10.1177/1948550612449490; and R. E. Silverman, "Bald Is Powerful," The Wall Street Journal (October 3, 2012), B1, B6.

Class Exercise

1. Ask students to discuss in class attitudes toward shaved heads versus balding. What does each student believe in agreement or disagreement with points made about balding?
2. Have students relate their own experiences or those of close friends to determine if any of them can remember situations in which they were judged either positively or negatively because of their hair.
3. What do these experiences tell students about surface-level characteristics and discrimination in the workplace?
4. Finally, as a class, ask students to look at images of men with shaved heads and men with full heads of hair. Ask students to write down the first thought that comes to mind. Tabulate the results and discuss what they mean for men looking for a job or a promotion.

Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online classes. Some students might notice bald men in movies and television are traditionally cast as a villain. Others, rightly or wrongly, might note that thinning hair or attempts by balding men to hang on to hair can cause those men to be viewed as less self-assured than those with shaved heads. Both perspectives can have implications for men looking for a job or a promotion.

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Toward a Better World

Hot Chicken Takeover: Putting Restorative Justice Into Practice

This exercise contributes to:
***Learning Objectives**: Describe the two major forms of workplace diversity*
***Learning Outcomes**: Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

"Because we believe a crime record is often about circumstance, not character . . . we're giving an opportunity for somebody to demonstrate a different story for themselves." These words from Joe Deloss, the founder of Ohio-based restaurant chain Hot Chicken Takeover, demonstrate how some organizations are turning toward people who were formerly incarcerated or people with prior justice records as promising applicants. These "restored citizens" make up at least 70 percent of Hot Chicken Takeover's workforce. This second chance has resulted in dedicated, motivated, and very committed employees at Hot Chicken Takeover. Shannon Wilson, a Hot Chicken Takeover employee who works as its executive coordinator, recalls having "the door slammed in my face multiple times . . . when this opportunity came up . . . I was a better worker because that trust was instilled in me." Shannon was addicted to drugs for over a decade and

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spent nearly half of one in prison. When Shannon's sentence was through, Shannon had no money, clothes, or food. But Hot Chicken Takeover gave Shannon a second chance. Society, not more than a decade ago, considered this practice a significant taboo. Today, surveys show that 78 percent of Americans feel comfortable interacting with workers who have previous nonviolent records. Further, only 14 percent of HR managers would never consider hiring them, and 82 percent of surveyed executives believe their restored citizen hires were just as successful as those without prior records or incarcerations. Research shows that people with previous records or incarcerations are much less likely to return to prison if they can obtain gainful employment. These initiatives have the support of the United States government and influential HR professional organizations. For instance, in December 2018, the First Step Act was signed into law with the Society for Human Resource Management's (SHRM) support, providing job training for restored citizens and encouraging organizations to recruit and hire people with prior records or incarcerations. Regardless of changing perceptions, there is still a heavy stigma associated with people with previous records or incarcerations. These individuals often have to engage in extra impression management during interviews, providing justifications and apologies for their behavior, even to the interviewer (who had nothing to do with what happened). Too often, the approach is punitive and completely ignores what happens afterward. *Restorative justice* suggests that the focus should be on making amends (i.e., redemption), forgiveness, and reintegration in the workplace. This concept ties in heavily to organizations' diversity, equity, and inclusion (DEI) strategies: enhancing diversity of the workforce, equity by giving people a second chance, and including them as valued members of organizations.

Of course, the decision to hire a person with a prior record or incarceration is not made within a vacuum. Managers must still critically evaluate the hiring decision, just as they would with any other employee. For instance, managers could consider the type of crime committed and the nature of the job to carefully weigh the decision. A nonviolent drug record is less likely to pose a risk unless the job is a position that requires safety compliance (e.g., drug addiction would pose a significant risk for a forklift operator). Timing and frequency matter as well—repeated, recent records are a greater cause for concern because they signal possible reoccurrence. The reoccurrence rate for violence and homicide is lower than any other crime. Still, many would feel uncomfortable working alongside someone who was previously incarcerated for sexual assault, highlighting the importance of the nature of the crime and the workplace context. Furthermore, prior records of dishonesty (e.g., burglary, theft, fraud) tend to be associated with a high reoccurrence rate.

Managers should exercise caution in giving financial access privileges to these restored citizens. Managers should also consider the national cultural and legal context behind their decision. For instance, although there is government support in the United States for these practices, the Equal Employment Opportunity Commission (EEOC) has specific guidelines to follow. Suppose employers treat applicants with prior records or incarcerations from underrepresented groups differently than other applicants. In that case, they could be charged with discrimination. In other countries, opportunities for restorative justice depend on background check laws. For instance, in Australia, France, Germany, and the UK, minor records of applicants who have already served their sentence (with a set amount of time passed since the conviction) are considered "spent." Employers legally cannot ask or inquire about them.

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Hot Chicken Takeover and other organizations' practices reflect a shift toward realizing DEI goals in the world of work. The careful practice of restorative justice in employment practices poses an opportunity for organizations to make the world a better place. Giving people with prior records or incarcerations a second chance extends an opportunity for them to rejoin their community as valued and productive members of society.

Class Exercise

1. Ask students to discuss their attitudes toward stereotypes and stigmas associated with workers with criminal records.
2. Ask students to determine if they agree or disagree that job applicants must reveal their criminal records to managers/employers.
3. Ask the class if these discussions indicate that it will be easier or harder for former criminals to find employment in the future. How unique does this make the managers at Hot Chicken Takeover?
4. Finally, as a class, ask students to think about images of formally incarcerated people they have seen in the past. Ask students to think of an example where the person seeking a second chance was extended an opportunity and they successfully rejoined their community as a valued and productive member of society. Tabulate the results and discuss what they mean for applicants with a criminal record looking for employment.

Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online classes. Some students might have ideas about campaigns like "Ban the Box", a movement to eliminate the question on a job application that asks about an applicant's criminal history. Others may have no standing opinion on this issue. Both instances can have implications for student conversations and reveal thought-provoking information about the availability of open mined managers/organizations, stereotypes, stereotype threat, and stigmas.

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An Ethical Choice
Affirmative Action for Unemployed Veterans

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This exercise contributes to:
***Learning Objectives**: Describe how organizations manage diversity effectively; Demonstrate how workplace prejudice and discrimination undermines organizational effectiveness*
***Learning Outcomes**: Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

Unemployed veterans, take heart: Walmart wants YOU. In a historic move, the retailing giant vowed to hire any returning U.S. veteran who applied. As a result, the company hired 320,000 veterans in 2020, exceeding their initial goal of 250,000 hires set in 2013 by 70,000. Other businesses have launched similar initiatives, such as the 100,000 Jobs Mission, which aimed to hire 100,000 veterans by 2020. The coalition, which originally included eleven companies, now consists of 230 companies from early every industry. As of 2020, 712,823 veterans had been hired. The immense growth has prompted the coalition to commit to raise its goal to hiring 1,000,000 U.S. military veterans and to change its name to the Veteran Jobs Mission. Is this an ethical choice all businesses should be emulating?

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Few people would disagree there is a need to address the plight of returning soldiers in America. Many veterans say employers don't want them. "There are a lot of companies that say they want veterans, but that conflicts with the unemployment numbers," said Hakan Jackson, a former technician in the Air Force. He's right: unemployment rates remain higher for veterans than civilians.

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According to some veterans, the returning soldiers are not competitive enough in the marketplace. Erik Sewell, an Iraq War veteran, suggested that the reason the veteran unemployment rate is poor is partly that vets often do not market their strengths well or showcase their transferable skills to potential employers. Bryson DeTrent, a twelve-year veteran of the National Guard, found that companies are reluctant to hire veterans, especially National Guard members, fearing these employees may later be called to duty. Mental and emotional well-being is also a concern because employers may worry that veterans suffer from post-traumatic stress disorder (PTSD). Despite concerns, some managers report that veterans' work ethic, team outlook, and receptivity to training are greater than among the general populace.

Sometimes, affirmative action is needed to give an unfairly disadvantaged workforce segment an opportunity to succeed, whether it is done through percentage quotas, number quotas, or hiring all prospective employees from the desired groups. But any program risks including underqualified individuals from the target group while excluding qualified individuals from other workforce segments. This might mean hiring an underqualified vet.
Resources are always scarce, and there are only so many jobs to go around. Managers must balance the ethics of affirmative action against the responsibility of strengthening their workforces for the good of their organizations.

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Class Exercise

1. Have the students divide into groups of four to five students.
2. Ask students to consider a situation in which their boss has asked for help in fulfilling a new company policy to hire a large number of returning war veterans.
3. After interviewing numerous veterans, and not finding a promising candidate, a candidate who had been on the short list prior to the company's new policy toward war veterans remains on the top of the list.
4. Have students prepare a letter to their boss outlining why the most promising candidate should be overlooked in favor of a less qualified veteran, and a letter outlining why the promising candidate should be hired even if it goes against company policy.
5. Ask students to vote on which individual is offered the new job. Discuss what this means for ensuring diversity and equity for all in the workplace.

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Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online classes.

Questions for Review

2-1. What are the two major forms of workplace diversity?
Answer: The two major forms of workplace diversity are surface-level diversity and deep-level diversity. Surface level diversity refers to differences in easily perceived characteristics, such as gender, race, ethnicity, age, or disability, that do not necessarily reflect the ways people think or feel but that may activate certain stereotypes. Deep level diversity refers to differences in values, personality, and work preferences that become

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progressively more important for determining similarity as people get to know one another better.
***Learning Objective**: Describe the two major forms of workplace diversity*
***Learning Outcome**: Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

2-2. How do workplace prejudice and discrimination undermine organizational effectiveness?
Answer: Actual discrimination can lead to increased negative consequences for employers, including reduced productivity and organizational citizenship behavior (OCB), more conflict, increased turnover, and even increased risk-taking behavior. Unfair discrimination also leaves qualified job candidates out of initial hiring and promotions.
***Learning Objective**: Demonstrate how workplace prejudice and discrimination undermines organizational effectiveness*
***Learning Outcome**: Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

2-3. What are the key theoretical perspectives on prejudice, discrimination, and diversity relevant to OB?
Answer: Four perspectives are 1) social categorization, 2) stereotyping, stereotype threat, and stigma, 3) system justification and social dominance, and 4) intersectionality and the cultural mosaic.
***Learning Objectives**: Explain how four major theoretical perspectives contribute to our understanding of workplace diversity*
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***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

2-4. How do composition and fault lines affect group/team functioning?
Answer: One possible side effect in diverse teams—especially those that are diverse in terms of surface-level characteristics—is **fault lines**, or perceived divisions that split groups into two or more subgroups based on individual differences such as sex, race, age, work experience, language, and education. Research on fault lines has shown that they are generally detrimental to group functioning and performance. Subgroups may compete, which takes time away from core tasks and harms group performance, especially when the group is under threat. Groups that have subgroups learn more slowly, make riskier decisions, are less creative, and experience higher levels of conflict. Subgroups may not trust each other and may have low levels of cohesion. Finally, satisfaction within subgroups is generally high, but the overall group's satisfaction is lower when fault lines are present.
***Learning Objective**: Describe the role diversity plays in the interactions between people*
***Learning Outcomes**: Explain the relationship between differentiating characteristics traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

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2-5. How do Hofstede's five value dimensions and the GLOBE framework differ?
Answer: See Exhibit 2-4 Hofstede – Globe Comparison. The GLOBE expands upon the Hofstede framework in a number of ways. Aspects of the cultural values have become narrower dimensions in the GLOBE framework. Some dimensions—such as power distance, individualism/collectivism, uncertainty avoidance, gender differentiation (like masculinity versus femininity), and future orientation (like long-term versus short-term orientation) resemble the Hofstede dimensions (although they are defined differently in some cases). Specifically, humane orientation (the degree to which a society rewards individuals for being altruistic, generous, and kind to others) and performance orientation (the degree to which a society encourages and rewards group members for performance improvement and excellence). The GLOBE program also differentiated between these dimensions as they relate to practices (what is currently done) and values (what the society idealizes and aspires toward).
***Learning Objective**: Discuss the implications of cross-cultural matters for organizational behavior (OB)*
***Learning Outcomes**: Explain the relationship between cultural dimensions and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

2-6. What are the three strategic and principled goals of diversity management?
Answer: Diversity, equity, and inclusion (DEI) are the three strategic and principled goals organizations strive toward.
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***Learning Objectives**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

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Point/Counterpoint
Using Artificial Intelligence for Hiring Leads to Greater Diversity

This exercise contributes to:
***Learning Objectives**: Describe the two major forms of workplace diversity; Describe how organizations manage diversity effectively*
***Learning Outcomes**: Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Diverse and multicultural work environments*

Point

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Many C-suite leaders, including the CEO of Wells Fargo, have attributed a lack of diversity in their workforce to a limited pool of underrepresented applicants. As more and more companies increase efforts to diversify their workforce, artificial intelligence (AI) is revolutionizing how companies recruit and select employees. On a basic level, AI offers the opportunity to access a wider pool of applicants. For example, many companies have traditionally used on-campus recruiting. Organizations can send only a limited number of people to job fairs, and some quality candidates may not even attend them. Furthermore, recruiting may be narrowly targeted toward elite university students. However, only 6 percent of first-year students at elite universities are Black.

Although many organizations have implemented implicit bias training with some success, AI does not have the same unconscious biases as human interviewers. Human interviewers may not be able to pinpoint precisely how unconscious bias has impacted their decisions because humans often rely on intuition or a "gut feeling." Utilizing AI ensures that HR managers apply the same hiring criteria to every candidate. For example, companies like OutMatch use video interviewing technology to conduct the same interview with the same questions for every candidate. Even if biases stem from the AI programming, it is significantly easier to spot where they occur in the algorithm and address them than for human biases.

Some organizations may worry that using AI in the hiring process will make their company seem detached. Greg Moran, CEO of OutMatch, contends that the opposite is true. Automating repetitive tasks enables hiring managers to focus on the more essential ones, such as developing a personal connection with job candidates. While increasing workforce diversity is just one aspect of an organization's diversity management strategy, AI depicts a promising future of a less biased hiring process.

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Counterpoint

Many companies are likely ignoring or overlooking that AI can be just as biased as humans. AI tools are like all other algorithms in that humans train them. Even though an organization likely has good intentions when using AI, bias can still be present. For example, a model could be built that determines the common characteristics in a company's current workforce. An AI tool could learn to filter out individuals with specific biographical characteristics instead of those relevant for success on the job if the current workforce is not diverse.

There is also some concern over the lack of transparency in some AI vendors regarding how their platforms work. For instance, these tools' popularity has led to greater scrutiny, particularly from the government. In January 2020, Illinois introduced a law regulating AI in video job interviews. The law requires employers to inform job candidates that they will use AI to analyze the interview, explain how the AI works, and obtain consent from the candidate. Many would argue that informing candidates of the use of AI and obtaining their consent for its use is an often-omitted ethical consideration for using AI.

Lastly, many suggest that AI must be monitored and supervised, like an employee who is making hiring decisions. Just as human choices can be audited and examined for bias (e.g., disparate impact or treatment), it may also be possible to look for bias in algorithms. Some might argue

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that this is relatively easy in AI and suggest that employers regularly audit AI to prevent discrimination as a solution. However, this process will still likely prove to be difficult for organizations. As many AI and machine learning professionals contend, there is "no free lunch" when it comes to AI. No one algorithm can solve all organizations' problems; an algorithm optimized to solve a specific problem (e.g., hiring candidates) may pay for this performance with problems in other domains (e.g., hiring underrepresented candidates). The challenge of simultaneously prioritizing multiple goals is the same regardless of the tools one uses.

Further, it would be a mistake to say that AI could ever fully replace people, including human resource professionals and hiring managers. Even though AI can be incredibly sophisticated and make sense of very complex data, it can often lose the forest for the trees. AI can arrive at nonsensical conclusions that humans would be more likely to pick up on. For instance, researchers demonstrated that four wellplaced stickers on a "STOP" sign could "fool" the self-driving car's AI algorithm. The AI read the sign as a "45" speed limit sign and sped into a busy intersection. Humans would have been arguably more likely to see and interpret these stickers for what they were. The value of people in supervising AI cannot be overstated. HR professionals and hiring managers' roles in implementing diversity management, building relationships with potential job candidates, and supervising AI are essential.

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Class Exercise

1. Assign teams of students comprising of 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 a 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.

Teaching Notes

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This exercise is applicable to face-to-face classes or synchronous online classes. The benefits of using technology to automatically screen resumes for fit with job descriptions are not clear to all students. Particularly, students less experienced with job searching or the hiring process will not understand the nuances between hiring with AI or not. As a result, instructors should give some background on how organizations screened applicants before the existence of AI, which may be necessary to spark meaningful conversations within all student groups.

Experiential Exercise
Differences

This exercise contributes to:
***Learning Objective**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

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The instructor randomly assigns the class into groups of four. It is important that group membership is truly randomly decided, not done by seating, friendships, or preferences. Without discussion, each group member first answers the following question on paper:

2-7. How diverse is your group, on a scale of 1–10, where 1 = very dissimilar and 10 = very similar?

Each person puts their paper away and shares with the group the answers to the following questions:

- What games/toys did you like to play with when you were young?
- What do you consider to be your most sacred value (and why)?
- Are you spiritual at all?
- Tell us a little about your family.
- Where's your favorite place on earth and why?

Each group member then answers the following question on paper:

2-8. How diverse is your group, on a scale of 1–10, where 1 = very dissimilar and 10 = very similar?

After groups calculate the average ratings from before and after the discussion, they will share with the class the difference between their averages and answer the following questions:

2-9. Did your personal rating increase after the discussion time? Did your group's average ratings increase after the discussion time?

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2-10. Do you think that if you had more time for discussion, your group's average rating would increase?
2-11. What do you see as the role of surface-level diversity and deep-level diversity in a group's acceptance of individual differences?

Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online classes. Small, large, and virtual classes may develop different reasons for why average rating's stay the same or increase. Instructors might explore if the class format played a role in the way students saw individual differences in terms of surface- and deep-level diversity.

Ethical Dilemma
Should You Question an Employer About Its DEI Policy?

This exercise contributes to:
***Learning Objectives**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values; Define diversity and describe the effects of diversity in the workforce*
***AACSB**: Ethical understanding and reasoning; Diverse and multicultural work environments*

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Imagine that you are at a job interview. The job is for a position that would include a substantial pay raise from what you are making now and significantly help you advance your career. You do not want to do anything to jeopardize your chances of landing the position. While the interviewer mentions that the company values diversity, you have heard through your extended network that this is not always the case.

Furthermore, this issue is important to you because you feel excluded from your current company. For instance, your employer seems to mention their DEI goals every chance they get, yet you still feel excluded. The company highly encourages participating in their social events, but every time you have attended one, it has been challenging to connect with your coworkers.

You also cannot help but wonder why management did not select you for a promotion in your current job. You were just as qualified as your promoted coworker and worry that you were passed over because of your background (either unintentionally or intentionally). It does not help your company's case that there are very few members of underrepresented groups in senior leadership positions.

You are in the early stages of looking for a new job, but you believe it would be difficult to find a position better than the one you are in now. The question is: Do you ask the company specific questions about how it creates a diverse, equitable, and inclusive work environment? Or do you take the company's word for it?

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Questions

2-12. If you were in a similar situation, would you question a potential or current employer's DEI policy? Why or Why Not?
Answer: This question will have many possible answers depending on the viewpoints of students. Occasionally students will suggest that with the current focus on discrimination against members of a particular underrepresented community, some companies might give lip service to this issue when it comes to this type of question. Students may suggest that companies serious about creating a more diverse, equitable, and inclusive workplace would be open, honest, and willing to discuss the state of things in the organization.

2-13. What are the ethical considerations surrounding the situation? What are the rights, duties, and obligations of the employer and employee in this situation?
Answer: The response to this question will spark considerable debate. Students may feel that both the organization and employees need to be honest and transparent in their responses. This can be a chance for both the organization and employee to determine if they both feel the same way about DEI initiatives. A match can make the job more rewarding and provide the organization with another employee willing to assist in its initiatives. Finding the employer lacks the desired initiatives can lead to various recommendations that might range from seeking another employer to taking this as an opportunity to change the organization's culture.

2-14. If you decided to ask about the DEI policy, what types of questions would you ask, or how would you go about broaching the topic? If you decided not to ask about the DEI policy, what actions, if any, would you take?
Answer: Applicant questions could be broad, "Are there opportunities for all employees to get involved with DEI programs?" or specific to their interests, "How are non-

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Christian holidays observed?". Other questions might be asking, for example, how the company's DEI initiatives evolve to maintain relevance with current events. Those deciding not to ask questions can review the company's website, speak with current employees, speak with local activists/special interest groups about the company's reputation, etc.

2-15. Beyond increasing its workforce diversity, what other types of practices should an organization implement to foster an equitable and inclusive work environment?
Answer: Student answers will vary. Responses should address how these environments improve organizational effectiveness and interactions between people.

Teaching Notes

- While more and more companies are speaking out to condemn racial injustice and commit to advancing diversity and inclusion, these efforts have not come without criticism. For example, in 2020 when Adidas committed to filling a minimum of 30 percent of new positions with Black and Latinx people, some questioned if this was merely supporting an external image of diversity but would not ultimately lead to a more inclusive work environment. While Adidas features Black athletes in its marketing campaigns, none of its executive board is Black, and only 17 percent are female. Thus, job applicants have to look beyond an organization's public commitment to diversity, equity, and inclusion (DEI) and most definitely should question a company about the specific actions it is taking to advance DEI.
- When trying to determine whether a company really values diversity, here are a few important steps to take as a job candidate:
    1. **Do some extra research prior to applying.** Starting with the company's website, take a look at their senior leadership team and board of directors. Do these reflect a commitment to diversity? Furthermore, does their mission statement clearly discuss a commitment to DEI?
    2. **Do not try to hide aspects of your identity during an interview.** A company that is a good fit will be accepting, and if they are not, then you know this company is not the right one.
    3. **Ask the difficult questions.** The more specific these questions are, the better because while a company may have made a public statement committing to DEI or say that it values diversity, it may not actually be an inclusive workplace. Questions that you may ask include:
        - How many people of color were promoted in the past three years?
        - Are there gender-neutral restrooms?
        - Do you have human resource (HR) personnel who handle DEI complaints?
- Not only should prospective employees question a potential employer's DEI policy, but employees should continue to hold an employer accountable for implementing practices

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that advance DEI. People of color should not bear sole responsibility for promoting change, as research demonstrates that women and people of color may face backlash for promoting diversity. The goal should be to identify specific and objective metrics that can be used to assess your organization's progress. However, a crucial component is that organizations and leaders view employee complaints not as threats but as insights that could help further positive organizational change. Organizations have a responsibility far beyond diverse hiring practices. Research demonstrates that authenticity in the workplace including disclosing aspects of one's personal life and forming connections is easier within one's own demographic group. Fostering an environment in which all employees are able to form social connections is key, as these connections can be crucial to advancing in an organization. Adding more structure and providing mentorship can help facilitate connections.

- Organizations should also prioritize authenticity when designing and implementing DEI policy and practices. Perceived authenticity influences whether employees view diversity practices as credible. For example, a diversity practice that is executed as a part of a single initiative may be perceived as less credible than a diversity practice that is aligned with existing diversity and HR practices. For companies to cultivate a reputation of genuine commitment to DEI, demographic diversity and authentic attention to diversity management are needed.

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Case Incident
Can Organizations Train Diversity?

This exercise contributes to:
***Learning Objective**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

In Covington, Louisiana, two police officers became certified as cultural diversity trainers. By taking on this role, they have committed to working with other members of the police department to help improve relations between police and the surrounding communities to save lives. Sgts. Jake Lehman and Detective Kevin Collins went to Norman, Oklahoma, where they became certified instructors through the Racial Intelligence Training & Engagement (RITE) academy. RITE seeks to assist police officers in learning ways to understand their biases and improve their communication skills by focusing on emotional and social intelligence, ultimately seeking to improve their ability to deescalate charged situations. "The idea is to deescalate whenever possible—which in turn will reduce use of force incidents," their police chief Tim Lentz notes.

Many police and public safety departments across the United States are seeing a renewed push to implement or improve diversity training programs because of the contentious nationwide debate surrounding the use of excessive force by police against minorities. For example, a settlement between the U.S. Justice Department and the city of Ferguson, Missouri, required the hiring of a monitor to analyze patterns of arrest and force, diversity training for police, and the use of body cameras. These changes come in the wake of the tragedy in which Michael Brown, an 18-year-old unarmed black man, was fatally shot in 2014.

Overall, diversity training can take many shapes and forms. But how effective is it at improving an understanding of diversity and reducing prejudice? A large-scale review of over 250 independent studies found that trainees react positively to diversity training and that it appears to be quite effective at improving the way trainees think about diversity, although it affects behavior to a lesser degree. Overall, diversity training worked best when accompanied by other diversity management approaches that focused on both diversity skill development and awareness, and when continuously implemented over time (instead of just a one-time training exercise). Many have found that the most effective programs engage people in working toward diversity goals, increase contact among various demographic groups, and draw on people's desire to help one another.

On the other hand, it appears as if many are not sold on the effectiveness of diversity training. For example, some note that there is a large obstacle to overcome: We are wired to make quick interpretations and automatic judgments. According to the esteemed behavioral economist, Daniel Kahneman, "Trying to outsmart bias at the individual level is a bit of a fool's errand, even with training. We are fundamentally overconfident . . . so we make quick interpretations and automatic judgments." Some diversity programs have failed because they too often attempt to

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control managers' and employees' behavior. Instead, many have advocated for changing the decision-making context and environment (changing the diversity policies and climate) so that employees can become more aware of their biases and make decisions that do not discriminate toward others.

Either way, managers across a variety of industries and contexts are motivated to implement diversity management activities in their organizations to promote equity and positive interactions among their employees.

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Questions

2-16. If you were to develop your own diversity training plan for an organization, what would you do? What parts of the training plan do you think would have to be present for it to work?
Answer: Student responses will vary. Students along with managers often lack the formal training needed to design and deliver an effective diversity training plan. A successful answer might be one that recognizes this challenge. Others will note the three distinct components of diversity training and development. 1. They teach people about the legal framework for equal employment opportunity and encourage fair treatment of all people regardless of their demographic characteristics. 2. They teach people how a diverse workforce is better able to serve a diverse market of customer clients. 3. They foster personal development practices that bring out the skills and abilities of all workers, acknowledging how differences in perspective can be a valuable way to improve performance for everyone.

2-17. A variety of industries have unique problems that come with a lack of understanding of diversity. Can you think of any industries struggling with a lack of diversity? How can diversity training be tailored to these industries?
Answer: Responses to this question will vary depending on each student's opinion.

2-18. Do you think diversity training is effective? If so, what about it makes it effective? If not, what would you do to improve diversity outcomes in organizations?
Answer: Responses to this question will vary depending on each student's opinion.

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Supplemental Assignment
Personality and Innovation at Apple – Application of Abilities Evaluation

This exercise contributes to:
***Learning Objective**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Diverse and multicultural work environments*

"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 was called brilliant, creative, demanding, domineering, eccentric, a predatory competitor, hard, unforgiving, or one of the best marketing minds ever—quite an extensive array of abilities. One of Mr. Jobs' passions was online music and digital entertainment. Just as Apple Computer revolutionized the character and style of computing, it planned to do the same in the world of music. From iPods, iLife software, iTunes for downloads, Pixar Animated movies, and Apple stores, Apple is on everyone's lips once again. The up and down swings of Apple Computer are legendary; however, through it all, Steve Jobs' vision was constant. He seemed to really be able to envision the future before it happens. With his death in 2011, some wondered whether Apple could retain its position as a design leader. One of Apple's most recent product introduction, the color iPhone5, is one test of the company's ability to succeed without its revolutionary founder and leader.

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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. Continue your search by selecting evaluating the success Steven Jobs successor Tim Cook. Does it seem that Tim Cook utilized Steve Jobs type management tactics? Has Apple duplicated the success of Steve Jobs under Tim Cook's leadership? Whose style (Jobs or Cook) was best suited to manage diversity and inclusion at Apple?

Instructor's Note

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). Mr. Jobs would certainly rate high on the intellectual ability, but it was often paired with an abrasive personality. However, he was also very good at building partnerships and hiring top talent. Note there are differences between Steve Jobs and Tim Cook. In fact, even though Steve Jobs is legendary, Apple has continued to thrive under Tim Cook's leadership, who supports social issues, was the first openly gay CEO of a Fortune 500 company, and has a less abrasive interpersonal style.

Supplemental Web Exercise
Exploring OB Topics on the Web

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This exercise contributes to:
***Learning Objective**: Describe how organizations manage diversity effectively*
***Learning Outcomes**: Explain the relationship between personality traits and individual behavior; Describe the factors that influence the formation of individual attitudes and values*
***AACSB**: Integration of real-world business experiences; Diverse and multicultural work environments*

1. Do an Internet search on how to be inclusive at work. Choose two sites that each give valuable recommendations (for example: 6 steps for building an inclusive workplace – SHRM, 5 strategies for creating an inclusive workplace – Harvard, Sustaining inclusion in our new remote work environment – Mckinsey, etc.). Write a one-page paper outlining the key points of the information obtained and whether it confirms what we learned in this chapter.

2. Find a current article featuring an organization that is serious about having an inclusive workplace. What were the specific advantages mentioned? Bring a copy of the article to class and be prepared to discuss it.

3. Top executives and managers have tough jobs. Managers, like students, like to listen to podcasts. Do a search to determine the types of podcasts designed to help executives and managers learn more about the skills and abilities managers need, like intelligence, leadership, motivation, etc., to be successful. Create a list of three podcasts related to how organizations' managers can or should manage diversity effectively. Bring your list of podcasts to class for discussion. Be sure to select podcasts that look both interesting and useful.

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