
**UNDERSTANDING TOMORROW'S
WORKPLACE:**

**A REVIEW OF RESOURCES ON
DIVERSITY IN THE WORKPLACE**

BY

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BUSINESS PEOPLE COMMUNITY DIVERSITY



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INTRODUCTION

This document provides a comprehensive listing of information, literature, and resources used by the Tomorrow's Workplace team in designing and implementing the project. This Literature Review can be helpful to those considering conducting a similar project, and who wish to learn about the resources available on the topic. We anticipate business organizations, Government, and academic practitioners will be the primary users of this document.

It is important to note that this field is developing rapidly. Please consider this document as a basic source of information, and conduct your own update of recent publications and websites. We suggest you begin with a look at the Tomorrow's Workplace project website: www.tomorrowsworkplace.net.

This summary paper highlights key learnings drawn from our review of academic and practitioner literature on workplace diversity. In each section, we have summarized key points, and we encourage readers who are interested in these summaries to turn to Appendix A¹ for more detailed reference information, abstracts, and original source information.

Our focus is on the ways diversity can be leveraged to become an asset for an organization. As Tsui and Gutek write, "whether demographic diversity is a liability or an asset depends on the willingness of people in organizations to develop an understanding of demographic dynamics and on the initiative of people to take actions to capitalize on the resources that diverse individuals can bring" (1999: 179). Interestingly, the literature concludes that there is no definitive business performance advantage to conducting workplace diversity initiatives. What is clear, however, is that there are many practical, moral, and contextual reasons for increasing awareness and incorporating the culture of workplace diversity into organizations.

Whether or not the business case for diversity exists, the reality is that businesses in Canada will need to adapt to an increasingly diverse labour force. In a 2008 report, the B.C. Chamber of Commerce estimates that by 2015 there will be one million new job openings in B.C.; however, given current birth and immigration rates, there will be a labour shortfall of 350,000 people. By 2030, the Chamber expects that 100% of the net labour force growth will be through immigration. Canada will need to significantly increase immigration over the next fifty years in order to meet this demand for labour (B.C. Chamber of Commerce, 2008). In light of these dramatic statistics, the debate surrounding the business case for diversity becomes increasingly inconsequential because diversity will be a reality of conducting business in B.C., and organizations must be prepared to adapt. Since there is no evidence suggesting a link between diversity and improved organizational

¹ The literature review and sources in Appendix A present an overview of academic journal articles and monographs, along with toolkits and government references from the past ten years on the subject of diversity in the workplace. We have also listed page numbers that correspond to particularly critical points (or resources).



performance, diversity should be viewed as “a labour market imperative, a societal expectation and value” (Kochan et al., 2003: 18).

More specifically, the following statistics indicate that, of the cities within the province of B.C., Surrey will face one of the most rapid and province-leading shifts in its cultural composition (Multicultural and Immigration Branch, B.C. Government, February 2008):

- Surrey is growing rapidly, with an increasing percentage of that population coming from the immigrant group.
- The immigrant population, as of 2006, is growing significantly faster than the non-immigrant population, at 31% vs. 5% growth since 2001.
- Immigrants' share of total population increased from 33% in 2001 to 38% in 2006.
- In Surrey the total population growth rate is closely connected to the growth rate of immigrants with more than ten years of Canadian residency.
- During the last ten years, Surrey had the fastest-growing immigrant population (67%)
- In the last five years, Surrey and New Westminster were the only two cities in Metro Vancouver that experienced an increase in the number of immigrants with less than five years of Canadian residency.
- In 2006, one in five immigrants living in Surrey had less than five years of Canadian residency.

In the following sections, we outline how organizations can frame and implement diversity workplace programs most effectively. We:

- Define diversity
- Present the business case for diversity
- Suggest best practices for implementing diversity strategies
- Identify barriers to diversity initiatives
- Recommend how to best measure and monitor diversity efforts

Although our discussion is aimed directly at business operations and organizational development, the learnings presented are also relevant to government programs and community agencies that deal with immigrant and cultural diversity issues at the community level.



DEFINITION OF DIVERSITY

The term *diversity*, when applied to human populations, can have many meanings. For example, Tsui and Gutek use the term demographic diversity to mean “any characteristic that can serve as a basis for social categorization and self-identification” (1999: 131). Similarly, for Lumby, diversity “signif[ies] inclusion in a population of those deemed to be ‘other’ than the majority or dominant group” (2009: 356). Within this broader understanding of diversity as ‘other’, several types of diversity can be distinguished. Tsui and Gutek (1999) make an important distinction between visible and non-visible diversity. ‘Visible diversity’ includes characteristics such as age, skin colour, language, physical disability, and/or gender, while ‘non-visible diversity’ includes religion or educational background (i.e. characteristics about a person that can only be discovered after either written or oral communication). Lumby (2009) also recognizes these two types of diversity but refers to them as ‘observable’ and ‘non-observable characteristics’, pointing out that immediately detectable characteristics are “likely to be the most influential in that they are discerned immediately and tend to cement often stereotypical assumptions which are then not easily shaken” (356).

Pelled (1996) usefully distinguishes between ‘less job-related diversity’ and ‘highly job-related diversity’. The former tends to be those characteristics which are immediately discernible, such as age, gender, or race but have no bearing on a person’s technical skills or ability to perform a task. Highly job-related diversity is not visibly obvious and includes education and functional background diversity (i.e. past job experience), which are more likely to have an impact on job performance. For the purposes of this paper, we will focus on less job-related diversity, including race, gender, religion, and age – henceforth ‘demographic diversity’ or simply ‘diversity’.



THE CASE FOR DIVERSITY

While many reports and studies refer to the business case for diversity either explicitly or implicitly, evidence of a direct correlation between increased diversity and improved organizational performance is minimal. Even though there is little evidence that diversity policies directly impact the bottom line, there are still compelling arguments for adopting these policies. These include: practical responses to difficult workplace issues as well as social justice and moral arguments.

This section will:

- Outline the benefits to organizations of adopting diversity policies and practices; *and*
- Summarize several studies that found no evidence for the business case for diversity.

Later, we will demonstrate the importance of thoughtfully and comprehensively introducing diversity strategies to an organization in order to realize the most benefit.

Benefits of Adopting Diversity Policies

Kirton and Greene (2005) distinguish between the social justice, or moral, case for diversity and the business case for diversity. From a social justice and moral perspective, employers are seen to have a duty to increase diversity within their organizations in order to reduce disadvantages experienced by some social groups. In contrast, the business case focuses on how workforce diversity furthers organizational objectives. While both these types of diversity are valuable and useful, organizations that combine and implement them simultaneously will experience the greatest advantages. This is necessary if an organization is to flourish in the long term (Kirton and Greene, 2005). Similarly, Özbilgin, Mulholland, Tatli, and Worman believe that “separating legal obligations and behaving morally from the business case is pedantic nonsense” (2008: 9). Instead, organizations should concentrate on “introducing techniques and interventions that enable people to work better because of their diversity and not in spite of it” (Ibid, 2008: 6).

Knouse and Dansby (1999) hypothesize that there are several reasons why an organization may realize a business case for diversity, such as increased synergy among staff, varied network contacts, and staff taking on varied roles and tasks. Weiner summarizes the business case for diversity, stating that, “valuing diversity means recognizing that differences are not absolute but are variable and that differences enable an organization to be more effective because it can capitalize on the heterogeneity of perspectives and talent to find the superior solution for each particular situation” (1997: 6).



According to Tsui and Gutek (1999) organizations that embrace diversity will realize three main benefits. First, if an organization seeks to attract diverse applicants, it will be drawing from a larger talent pool. Diversity may also be seen as an intellectual resource in that people with different backgrounds will have a different way of perceiving, analyzing, and understanding a problem. In turn, this can create opportunities for the organization. Finally, diversity is a social resource, enriching the social environment of the workplace (Tsui and Gutek, 1999).

Organizations that adopt diversity policies and integrate diversity into their organizational culture should see decreased costs in terms of lower worker turnover (Wilson, 1997; Strandberg, 2009; Baklid, Cowan, MacBride-King, and Mallett, 2005). In research conducted by Strandberg (2009), it was found that the average cost for replacing a worker is \$50,000 due to lost output, recruitment, and training (although this figure drops to \$3,500 for an \$8/hour employee). Baklid et al. (2005) see employees with diverse backgrounds as bringing stronger client relationships and expanded business opportunities to an organization, along with enhanced creativity and decision-making. Further, organizations with greater staff diversity will be able to tap into new markets more effectively (Wilson, 1997; Tsui and Gutek, 1999); enjoy marketing advantages (Weiner, 1997); generate more innovative ideas (Wilson, 1997; Tsui and Gutek, 1999) and be regarded as socially conscious and progressive (Baklid et al., 2005).

Limits of the Business Case for Diversity

Despite these compelling arguments for the benefits of diversity for organizations, studies attempting to find conclusive evidence that increasing diversity does improve organizational performance have yielded limited results (Mannix and Neale, 2005; Webber and Donahue, 2001; Kochan et al, 2003). Hartenian and Gudmundson (2000) found only weak support for a positive link between workforce diversity and organizational performance. An extensive literature review performed by Shoobridge (2006) found that few studies focus exclusively on the link between the workforce diversity of an organization and business performance. Instead, the majority of the literature looks at human resources indicators, such as job satisfaction, employee turnover, and average salaries. These indicators do not demonstrate how diversity management strategies can have a positive effect on the bottom line of an organization. However, the studies that did focus on the link between workforce diversity and business performance found a positive correlation that could be measured at managerial and organizational levels. No literature in Shoobridge's review linked ethnicity to characteristics related to business strategy (Shoobridge, 2006).

Research by Mannix and Neale (2005) shows that diversity can have negative effects on various aspects of an organization, such as poor social integration, communication difficulties, and increased group conflict. All of these aspects can lead to poorer performance and lower overall levels of satisfaction for group members. From a psychological perspective, greater diversity in work groups may lead to poorer performance as members may feel that adequate commonalities required for cohesion are absent; this could lead to intra-group conflict (Knouse and Dansby, 1999). Although Webber and Donahue (2001) find no evidence in their study that diversity will affect



group cohesion or performance, the authors point out that organizational context (i.e. an organization's culture) was not taken into account and may have an influence.

In a study conducted by Kochan et al. (2003), gender and racial diversity had neither a positive nor a negative effect on business performance. Some firms exhibited negative effects of racial diversity but these were allayed through training initiatives. The study also found that racial diversity may enhance an organization's performance if the environment of that organization promotes learning from diversity. Therefore, the study concludes that organizations should focus on the conditions that leverage benefits from diversity. Kochan et al. summarize their study by stating, "the simplistic business case of the past is simply not supported in our research. Our experience and findings in these companies suggest that those who want to invoke a business case to advance the cause of diversity need to modify the way they frame the argument" (2003: 17). For example, instead of focusing on the traditional case for diversity, organizations should instead view diversity as,

...an opportunity for everyone in an organization to learn from each other how better to accomplish their work and an occasion that requires a supportive and cooperative organizational culture as well as group leadership and process skills that can facilitate effective group functioning. Organizations that invest their resources in taking advantage of the opportunities that diversity offers should outperform those that fail to make such investments. (Kochan et al., 2003: 18)

In research that investigated the diversity training initiatives of 53 corporations, Davidson (1999) discovered that diversity initiatives are undertaken because of a perceived business case for diversity. However, among four hundred Fortune 500 companies with diversity programs, only 26% of executives considered diversity as very important, leading Davidson (1999) to conclude that there is a difference between what companies say they are motivated by and the real impetus for initiating diversity programs. If not for improving the bottom line, there are several alternative explanations for why organizations may institute diversity policies. For example: in response to problems that have arisen; in order to keep up with other organizations that have implemented similar policies; and in order to appeal to broader society which may feel that diversity policies are a measure of fairness and justice (Davidson, 1999).

This section has demonstrated that diversity will not lead to improved business performance in a simplistic way. However, as proceeding sections will make clear, carefully implementing diversity policies, initiatives, and strategies can ensure that diversity becomes an asset to an organization. As Cunningham concludes, while there may not be an automatic link between diversity and business performance, "the business case for diversity is likely to be realized when diversity is ingrained into the fabric of the organization, its mission, policies, and practices; when diverse persons hold positions of power; and when all people, irrespective of their individual differences, contribute to the organization's success" (2009: 1456).



IMPLEMENTING DIVERSITY STRATEGIES: BEST PRACTICES

Realizing the benefits from a diverse workforce requires a thoughtful and rigorous diversity management strategy. An effective diversity strategy is one that constructs links between relevant diversity issues and key business objectives (Wilson, 1997). Not only should diversity initiatives be long-term in scope, but also go beyond dealing with isolated disputes (Weiner, 1997; Davidson, 1999). As Davidson succinctly states, "conceiving of diversity change initiatives merely as tools to repair or pre-empt an episodic crisis fails to capitalize on the impact that diversity change efforts have on the broader organization and the way business is conducted" (1999: 164). While there are several guidelines and frameworks that discuss how to build an inclusive workplace, the general recommendations are similar throughout. We have not only compiled and summarized research on how to best implement diversity strategies (i.e. best practices), but also reviewed various guidelines and frameworks.

Davidson (1999) proposes several tactics for designing diversity change initiatives. The first step is to perform an assessment to determine the dimensions of diversity that are specific to the organization. Then, research should be performed with the goal of understanding the experiences of minority groups within the organization, and how the culture and systems of the organization might be modified in order to improve these experiences. Lastly, situations of oppression and privilege within the organization are addressed directly and both parties find creative ways to solve the problems collaboratively (Davidson, 1999).

The North Shore Multicultural Society's (NSMS) *Guidebook for Diversity and Organizational Change* (n.d.) uses four stages for implementing diversity-related organizational change:

Stage 1, *Define*, occurs when people within the organization decide it is time to initiate change. At this stage, organizations need to investigate the issue of diversity and determine which aspects are relevant to them. This entails looking at the demographics of the surrounding community and deciding if the organization is representative. At this stage organizations may also consider the Hastings Institute Model for Organizational Change and Working Towards Cultural Competence (outlined within the North Shore Multicultural Society guide), which offers nine stages of cultural competence.

Stage 2 is *Discover*. At this stage, an organizational assessment is conducted to determine what people need. The organization can then respond effectively by setting priorities and making long- and short-term plans. A template tool is included in the NSMS Guidebook.

Stage 3, *Discuss*, encourages organizations to improve communication with stakeholders affected by the implementation of the new diversity strategies.

Stage 4, *Develop*, is the final implementation stage, where the organization develops a vision and an overall framework for developing goals and specific actions.



According to McMahon (2006), several factors should be considered before initiatives are adopted. Initiatives should be system-wide, tied to an explicit mission or vision statement, and clearly communicated to clients and employees. The language that is used to communicate diversity initiatives is important because positive goals can sometimes be met with negative reactions when not communicated clearly. For example, as McMahon states: "when organizations frame many initiatives for their external advantage, language variations and internal inconsistencies are likely. This can lead to a sense of cynicism about those initiatives" (McMahon, 2006).

Baklid, Cowan, MacBride-King, and Mallett (2005) identify what they call 'critical actions' that drive diversity and create an inclusive work environment:

1. **Communicating** is the first critical action. Management communicates to all staff members the value of diversity to the organization, including the organization's diversity policies and programs. This can be achieved through town hall meetings, newsletters, brochures, or internal listserves.
2. The next critical action is to provide **diversity training** that achieves several goals: promoting a positive attitude towards diversity, improving organizational and financial performance, and improving employee satisfaction.
3. Organizations must also become more **accommodating** to a diverse workforce through actions such as providing flexible work arrangements or prayer rooms.

The Role of Management in Implementing Diversity Strategies

One of the most critical aspects of building an inclusive organization is ensuring that management is highly committed to the initiative and can effectively work with staff from diverse backgrounds. Senior leaders "hold the reins in the drive to cultivate inclusive workplace cultures. Their sustained support for diversity is the linchpin in the move toward full equity for visible minorities" (Baklid et al., 2005: 57). Management has the ability to communicate and stress the importance of diversity to their organization, to employees, and to the general public. In addition, managers and leaders can build diversity results into accountability and performance reviews for all employees (Baklid et al., 2005; Weiner, 1997). They can also ensure that there are adequate human and financial resources for diversity initiatives, thereby demonstrating that diversity is a business imperative (Baklid et al., 2005).

Managing a diverse staff requires a certain knowledge base and specialized skills that need to be learned. According to Özbilgin, Mulholland, Tatli, and Worman (2008) these include:

- Up-to-date knowledge of the latest diversity management techniques
- An in-depth understanding of the business case for diversity



- The ability to communicate effectively and share knowledge about internal and external diversity issues
- Access to various networks to build on this knowledge and share experiences

Although the practice of managing diversity is new, organizations need to move beyond implementing overt diversity policies (such as recruiting ethnically diverse employees) and begin to introduce new management techniques that will enable people to work more effectively because of diversity – not in spite of it (Özbilgin et al, 2008).

Day (2008) recognizes that managing a multicultural team can be challenging, and proposes a set of guidelines designed to maximize the productivity and input of each team member. First, team managers should use a developmental approach, recognizing that those with different cultural backgrounds have different expectations, assumptions, values, and behaviours, and that these differences should be viewed as an opportunity rather than a hindrance. Second, team managers should work to improve communication among team members by creating a work environment where differences are acknowledged and accepted. Day suggests that training should be interactive and allow trainees the opportunity to share impressions, experiences, and problems with each other. Managers should also help team members understand the cultural logic behind various behaviours (Ibid, 2008).

Strategic Diversity Management (SDM) is one technique for helping leaders and others “make quality decisions in situations where there are critical differences, similarities, and tensions” (Thomas, 2006: 103). Cunningham (2009) emphasizes the importance of using a well thought-out diversity management strategy. He states that it is essential to assess how the strategy will apply to the organization, and that a proactive diversity management strategy will yield positive results by encouraging active debate on issues, cooperation, and freedom to express doubt (Cunningham, 2009).

Thomas (2006) identifies five fundamental components of SDM:

1. Developing a shared understanding of core diversity concepts and principles.
2. Establishing critical diversity issues that make a compelling business case and deciding how best to respond to them.
3. Recognizing that diversity efforts must be ‘requirements driven’ and focus intently on how to accomplish the organization’s mission, vision, and strategy.
4. Encouraging decision makers to consider the diversity aspirations of individuals within the organization as they may differ from the goals of the organization and may undermine diversity initiatives.



5. Understanding that, since SDM must be applied universally in order to be effective, preparatory sessions are necessary to prepare all employees and managers for the implementation of diversity strategies.

In addition to identifying the fundamental components of SDM, Thomas (2006) lays out a five-step framework for using SDM within an organization:

Step 1 asks decision-makers to examine the context (i.e. mission and vision vs. external environment) in which decisions are being made.

Step 2 distinguishes the differences and similarities of the staff and clarifies each person's plans and priorities.

Step 3 gets decision-makers to identify the tensions that have arisen from the diversity uncovered in Step 2; address the tensions, their sources, and their causes; and assess the extent to which this is affecting decisions.

Step 4 recognizes the factors that would hinder or help achieve their desired end state.

Step 5 offers suggestions on how to deal with conflict. This includes considering previous responses to similar problems and the benefits and/or drawbacks that resulted, as well as options that have the greatest likelihood of gain, such as third-party interventions.

In terms of human resource (HR) management, HR managers should focus on developing a workplace culture that views diversity as positive. This can be done by adopting a more analytical approach, linking HR practices to business performance, supporting experimentation and evaluation, and offering training to build group skills (Kochan et al., 2003). Kirton and Greene (2005) suggest several areas where HR managers can integrate diversity policies. In recruitment and selection processes, an application form can be used instead of a CV, which will allow for standardized information to be collected. Organizations should avoid word-of-mouth methods of advertising job openings because this limits the number of diverse applicants. Instead, job advertisements should be placed where they will reach the largest number of potential applicants. In training and development exercises, HR managers should clearly communicate diversity policies and instruct managers and employees of their related roles and duties. Training and development exercises can be excellent spaces to dissolve instances of segregation and build a more cohesive workforce. Finally, HR managers can review the terms and conditions of employment to ensure that they are equitable (Kirton and Greene, 2005).

Diversity Training

It has been noted in diversity literature that little research has been done to assess whether information learned in training workshops is transferred back to the work setting (Combs and Luthans, 2007; Roberson, Kulik and Pepper, 2001; Weithoff, 2004). However, a number of observers have stressed that diversity training is an imperative to building culturally diverse organizations (Chrobot-Mason and Quiñones, 2002; Weiner, 1997; Baklid et al., 2005). As Combs



and Luthans write, "diversity training seeks to promote a positive climate of diversity by influencing actual and intended interactions of employees with diverse co-workers and clients" (2007: 92).

Weiner (1997) suggests that diversity training should focus on helping employees develop cultural literacy skills and that the focus of training sessions should be on differences, not on past instances of discrimination. When first embarking on diversity training, sessions should be slowly integrated into other training modules and should not be mandatory. Instead, managers should frame diversity training as a key part of succeeding in the organization (Weiner, 1997).

In an effort to integrate research findings into the training literature with diversity training in practice, Chrobot-Mason and Quiñones (2002) propose a diversity-training framework. The framework includes four phases with steps to accomplish in each phase.

In **Phase 1**, *Preparing for Diversity Training*, organizations assess the nature and severity of their diversity problems in order to design appropriate content and training delivery mechanisms. In this phase, organizations should undertake both an organizational and personnel analysis to determine goals, challenges, and internal and external constraints to effective diversity training. These analyses will also help identify who needs training and how that training should be conducted. Clear training objectives should be developed in this phase and should be accompanied by specific skill- and awareness-building goals and action-planning targets (Chrobot-Mason and Quiñones, 2002).

Phase 2 is *Developing Training Content and Process*. In this phase, organizations focus on achieving the goals and targets set out in Phase 1. Trainees are educated and informed about inappropriate behaviours and negative consequences of bias and discrimination; develop the necessary skills to change their behaviour; and commit to organizational and personal change. In this phase, companies also critically examine their organizational processes, policies, and practices to determine where bias and discrimination occur, and seek input from trainees on the kinds of changes that might be required (Chrobot-Mason and Quiñones, 2002).

Phase 3 is *Planning for Success*. Here, Chrobot-Mason and Quiñones (2002) stress that there must be buy-in from management in order for diversity initiatives to be implemented. If management does not show commitment to diversity, employees are less likely to value diversity initiatives. In turn, this could alienate minority employees who may feel betrayed if promises made by the organization are not kept. It is also important that key stakeholders understand their role in supporting diversity and that there is an organization-wide philosophy that supports and enforces diversity efforts. Diversity training should be organized so that everyone in the organization is included and that training groups include balanced numbers of minority and non-minority employees (Chrobot-Mason and Quiñones, 2002).

Phase 4, *Evaluation and Maintaining the Intervention*, encourages organizations to develop measurable evaluation criteria to assess the effectiveness of diversity initiatives. Such evaluation may include 360-degree feedback, completion rates of action plans, and employee



satisfaction evaluations. It is suggested that positive diversity behaviours are incorporated into performance appraisals and that employees are given time off for refresher courses (Chrobot-Mason and Quiñones, 2002).

In order for diversity training to be effective, organizations must have buy-in from all employees (Holladay, Knight, Paige and Quiñones, 2003). Weithoff (2004) uses the theory of planned behaviour (TPB), which states that behavioural intentions are the main determinants of behaviour. TPB is used to explain why and how adult learners are motivated to learn diversity-friendly behaviours. Combining this theory with her own research, Weithoff (2004) proposes several hypotheses, including:

1. Employees who perceive their workplace as highly diverse will be more motivated to learn than those who do not.
2. Employees who believe that their immediate supervisor supports diversity training will report higher motivation to learn than those who do not.
3. Employees who have experienced diversity related difficulties on the job will report higher motivation to learn than those who have not.

As Davidson (1999) has observed, immediately after diversity training sessions, participants report experiencing transformative personal change. However, in the long run, not much changes in the way diversity is managed in an organization, despite resources invested and widespread agreement as to the importance of diversity. In their research, Roberson, Kulik and Pepper (2001) ask if the composition of training groups has any bearing on the effectiveness of diversity training. Their conclusions are that training group composition “had no main effect on any cognitive, attitudinal, or behaviour outcomes” (2001: 879) but that trainees who have had previous experience with diversity training have better learning outcomes if they are placed in culturally homogeneous groups. This is because those with prior diversity training experience will want to focus on developing their skills, which is best done in homogeneous groups. However, this does not hold true if trainees are already very comfortable with each other (Roberson, Kulik and Pepper, 2001). Holladay, Knight, Paige and Quiñones (2003) have also investigated various factors that may have an impact on diversity-training learning outcomes. One of their findings was that men often perceive diversity training initiatives as an attack on them and are more likely to react with backlash and feel that the training is of no benefit to them. A proposed solution to this problem is to focus the training more broadly so as to be more inclusive, which has the dual benefit of being more appealing to women (Holladay et al., 2003).

In small and medium-sized enterprises (SMEs), MacPherson and Jayawarna (2007) found that informal training (i.e. coaching, informal seminars, and meetings) tends to take priority over formal training (i.e. courses run by outside providers or distance learning courses). Because of their size, more informal, “on-the-job” training is perceived as being more relevant for SMEs, especially given the fact that less time and resources are required for informal vs. formal training. However, MacPherson and Jayawarna (2007) caution that there will be times when SMEs may be better



served by undertaking formal training, in order to learn specific skills. Such situations cannot be generalized and depend instead on various factors such as the size of the firm, organizational conditions, and the market (MacPherson and Jayawarna, 2007).

SMEs may have unique experiences in implementing diversity initiatives. Unlike their counterparts in larger companies, owners and operators of SMEs have often not had the opportunity to undertake formal management training, and do not have the capacity to design strategic planning. SMEs also do not have the time and resources required to implement initiatives. On the other hand, unlike larger companies, SMEs view themselves as integral to their local communities, and may be more compelled to engage in initiatives that reflect community views on diversity. Research has shown that SMEs will be more likely to engage in diversity management initiatives when it is seen to be cost-effective, practical, non-bureaucratic, and integrated into traditional SME development resources (Pinto, 2002).



BARRIERS AND CHALLENGES TO IMPLEMENTATION OF EFFECTIVE DIVERSITY STRATEGIES

Why do some diversity initiatives fail even when they are well designed and delivered?

Davidson has found that motivations for diversity initiatives "rarely incorporate the interplay between the need to deal constructively with disenfranchised members and the need to deal effectively with privileged members of the organization" (1999: 171). Specifically, correcting imbalances within an organization will result in those with privilege needing to yield some of their benefits to others. This can be difficult for those with privilege as they may be reluctant to acknowledge that they received benefits based on their gender or race (Ibid, 1999). Furthermore, diversity initiatives may fail because those promoting organizational change (internal or external) may be members of disenfranchised groups who are unable to incorporate the perspectives of non-disenfranchised groups. The result is an inability of diversity leaders to motivate individuals from non-disenfranchised groups (Ibid, 1999).

Chrobot-Mason and Quiñones (2002) have found four reasons why diversity training initiatives may not lead to competitive advantages for organizations:

1. Objectives of the training may not be clear to employees and employees may not know what is expected of them.
2. Training may lead to prejudices and stereotypes becoming more prevalent when programs focus too much on increasing awareness of group difficulties.
3. Many diversity-training programs are too short-term in focus and there is no follow-up.
4. There may be a lack of evaluation and feedback mechanisms.

One way to overcome barriers to implementing effective diversity strategies is to incorporate diversity self-efficacy (DSE) techniques into diversity-training courses. DSE is defined as, "the perception and belief (confidence) that one can marshal the necessary motivation, cognitive resources, and courses of action to change behaviours and successfully attain desired diversity goals and initiatives in the workplace" (Combs and Luthans, 2007: 92). Since personal biases and stereotypes towards certain groups may be more subtle than overt, they may not necessarily become obvious in a training environment. DSE recognizes this reality as a barrier to the implementation of effective diversity initiatives and works to develop trainees' confidence, motivation, and cognitive resources to engage in positive diversity initiatives and behaviours back in the work environment. Research suggests that diversity training incorporates self-efficacy results in trainees successfully carrying out specific diversity initiatives and promotes a positive diversity climate upon returning to work (Ibid, 2007).



MEASURING AND MONITORING FOR EFFECTIVE IMPLEMENTATION AND FOLLOW-UP

To be successful in influencing diversity progress, organizations need to be able to show that what they do makes a difference and adds real value. Collecting data on an organization's current diversity-related practices can serve to inform diversity strategies that are being planned, but also serve as a feedback mechanism to determine the effectiveness of current diversity strategies. As was mentioned in an earlier section, the North Shore Multicultural Society's (NSMS) *Guidebook for Diversity and Organizational Change* (n.d.) recommends conducting organizational assessments for several reasons, including gauging public opinion, helping decision-makers set priorities, and helping define and solve problems.

According to Weiner (1997) there are three sets of data to collect in order to inform the design, implementation, and monitoring of diversity programs:

1. Information about the culture, employment systems, and management practices of the organization.
2. Employee perceptions of the organization's culture and systems (to determine what is perceived to be happening).
3. Actual workforce demographics – both internal and external. This demographic information should be compared to organizations within the same industry and the general labour market.

Conducting a cultural audit is another way to gain insight into the different values and norms of an organization (Baklid et al., 2005), understand the internal processes of the organization, and the perceptions of different groups (Weiner, 1997). Factors to consider when conducting such an audit include the skills and experiences of employees, employee turnover rates, and sickness statistics (Kirton and Greene, 2005). This information can be collected through surveys and interviews with current employees and employee network members, exit interviews, and focus groups (Baklid et al., 2005; Weiner, 1997). However, Özbilgin et al. caution that while many employers use employee attitude surveys as well as complaint, grievance, and labour turnover rates, few use tools like the balanced scorecard and impact assessments "which can show the links between diversity management and customer satisfaction and business performance" (2008: 14). There is still value in collecting data such as turnover rates, as these are indicators that can demonstrate the positive impact of diversity management strategies on the bottom line of an organization (Shoobridge, 2006).



APPENDIX A: LITERATURE AND SOURCES

The literature review and sources found in this section present an overview of academic journal articles and monographs, along with toolkits and government references from the past ten years on the subject of diversity in the workplace. It is intended to be a user-friendly document with an almost even split between academic and non-academic references. We have also listed page numbers that correspond to particularly critical points (or resources).

The major themes covered include:

- The business case for diversity
- Best practices in diversity training
- Culturally competent communication skills
- The role of human resource management in promoting diversity
- Leadership in the workplace

Each reference² listed includes an abstract and keywords, followed by a summary of the most important information drawn upon for the writing of this document.

1. *Baklid, B., Cowan, A.P., MacBride- King, J.L., and Mallett, A. (2005). *Business Critical: Maximizing the Talents of Visible Minorities, An Employer's Guide*. Ottawa: Conference Board of Canada..... 23
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² Note: * = Guide Toolkit



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1. *Baklid, B., Cowan, A.P., Macbride- King, J.L., and Mallett, A. (2005). Business Critical: Maximizing the Talents of Visible Minorities, an Employer's Guide. Ottawa: Conference Board of Canada.

Abstract: *The guide has been designed to help Canadian organizations maximize the talents of visible minorities, creating a practical tool to bridge the gap between rhetoric and results. Its goal is to provide human resources (HR) managers and line managers with concrete strategies to drive diversity to the core of their organizations, and to fully recognize and leverage the potential of visible minority employees. This guide for employers is based on comprehensive research of successful practices used by national and international organizations representing both the public and private sectors. It offers practical tools, strategies, guidelines and insights for maximizing the talents of visible minority employees, including how to: develop a diversity strategy and align it with organizational goals and values; hire visible minorities; build and promote visible minority talent; create inclusive workplace cultures; and build the business case for a focus on visible minorities.*

KEYWORDS: **creating a culture of inclusion; role of leadership in creating inclusive workplaces; critical actions for creating inclusive workplace culture**

Page	Critical Point or Resource
54	<p><i>Chapter 4: Creating a Culture of Inclusion</i></p> <ul style="list-style-type: none"> • Conducting a cultural audit will facilitate an understanding of the values and norms in an organization • Identify problems and possible solutions • Starting Point: organizational metrics related to turnover, representation, promotions, complaints of visible minorities • Perform exit interviews • Surveys, focus groups, interviews with current employees and employee network members
55	<p>Tool: How inclusive is the culture in your workplace? Questionnaire with a scale of 1-10.</p>
57	<p><i>Role of leadership in creating inclusive workplaces</i></p> <ul style="list-style-type: none"> • Senior leaders are the ones who "hold the reins in the drive to cultivate inclusive workplace cultures. Their sustained support for diversity is the linchpin in the move toward full equity for visible minorities." • Conference Board of Canada research shows that senior leaders advance a culture of inclusion by ensuring adequate human and financial resources and sending a message to the rest of the organization that diversity is a business imperative.
58	<ul style="list-style-type: none"> • Senior leaders hold themselves and others accountable for change. They can also ensure that diversity results are built into standard accountability and performance agreements for executives, managers, and employees. <ul style="list-style-type: none"> ○ Diversity becomes a key marker for all assessments of corporate success • Senior leaders lead by example and build support for, and commitment to, workplace diversity • Communicate and stress the importance of inclusive work environments to the



organization's success to employees and the general public, demonstrate that diversity-related initiatives benefit all employees. E.g. Ernst and Young, IBM, American Express use town hall meetings led by the CEO to dialogue on diversity.

- Become personally involved by attending and participating in diversity-related activities and events in the organization. Senior leaders become involved in diversity-related networks and organizations outside their own companies/organizations

60 *Three Critical Actions to drive diversity and create an inclusive work environment:*

1. Communicate for impact

- Ensure that staff understand what is expected of them so they can support the diversity vision.
- **Things to communicate:** diversity policies, programs, courses, and resources available at the organization; the value of diversity to the organization; Canada's vision of multiculturalism and diversity.
- **How to communicate:** town hall meetings, newsletters, magazines, brochures, visible minority networks to communicate specifically to this audience, email.
- **Intranet:** host diversity info on company intranet sites.
- **Chat rooms:** online forums for people to discuss policy-related and diversity initiatives; listserves.
- Public website resources
- Community involvement - i.e. corporate participation or sponsorship of events that support visible minorities and diversity

- 63** **2. Provide Diversity Training**, which can: reduce cultural bias and address stereotypes, promote positive attitude toward workplace diversity, build and support diverse work teams, improve organizational and financial performance, improve employee satisfaction, turnover, and retention rates
- For every dollar spent on diversity training, there is a net benefit of \$1.63 for the company

Tool: Nine Steps to Diversity Training

- 66** **3. Provide Accommodation**
- Flexible work arrangements, prayer rooms, and other personal and cultural considerations

67 **Tool:** Supporting Visible Minority Employees: A Line Manager's Checklist

73 **Tool:** Inter- cultural Communications: Top 10 Misunderstandings Behaviour and Meaning

79 **Tool:** Checklist for 'Creating a Culture of Inclusion: Is your organization on track?'

- 85**
- Estimated yearly cost in Canada of not recognizing credentials or work experience of visible minority immigrants: \$2-3 billion.

93 *Chapter 6: Building the Business Case*

- When diversity is leveraged effectively, there are 5 benefits:
 1. Expanded business opportunities



2. Stronger client relationships
3. Improved attraction, retention, motivation, and utilization of talent
4. Enhanced creativity and decision-making
5. Enhanced reputation as socially conscious and progressive

Tool: What is your business case? Questions to consider



2. British Columbia Chamber of Commerce. (2008). Closing B.C. Skills Gap 2008: *The Economic Imperative of Addressing Skills Shortages and Wastage in British Columbia*. Retrieved September 16, 2009, from http://www.bcchamber.org/advocacy/files/closing_the_skills_gap_ii_2008.pdf

Abstract: *This report outlines B.C.'s economic context, gives demographic arguments for increased immigration, and lists challenges facing small businesses in the province. Findings and recommendations are aimed at government.*

KEYWORDS: current and projected immigration rates in B.C.; B.C. labour statistics

Page	Critical Point or Resource
5	<ul style="list-style-type: none">• 98% of all businesses in B.C. are either self-employed or have 50 employees or less
6	<ul style="list-style-type: none">• Small businesses employed just over one million people in 2005• 48% of all jobs in B.C.• 57% of all private sector jobs
9	<ul style="list-style-type: none">• 100% of net labour force growth will be through immigration by 2030• Canada needs to increase immigration three-fold in order to meet labour force demand



3. *British Columbia Human Resources Management Association. (N.D.) *Hiring and Retaining Skilled Immigrants: A Cultural Competence Toolkit*. Retrieved September 14, 2009, from <http://www.bchrma.org/pdf/itiguide.pdf>

Abstract: This toolkit provides tips and information concerning culturally competent sourcing, hiring, and retention practices. It is designed to assist HR and hiring managers to better understand the cultural differences of skilled immigrants and to challenge common biases that Canadian HR professionals might have when interviewing and/or hiring internationally-trained applicants.

KEYWORDS: culturally-competent communication skills; promoting diversity in hiring process; attracting and retaining skilled immigrants; interviewing and screening applicants

Page	Critical Point or Resource
5	<ul style="list-style-type: none"> The purpose of the guide is to "provide a culturally-competent tool for HR practitioners and hiring managers to enable them to reach, assess, and integrate skilled immigrants into their workplace, thereby increasing organizational diversity and helping to resolve the shortage of skilled workers." Guide is designed for HR practitioners, recruiters, hiring managers, line managers, senior executives, and job coaches **Guide includes checklists and charts to accompany each of the tools listed below** <p>Tool 1: Culturally-Competent Screening</p>
9	<p><i>Advertising the Job - How to Attract Skilled Immigrant Candidates:</i></p> <ul style="list-style-type: none"> Advertise with ethnic media Post job with local agencies that provide employment counselling to immigrants Include an ethnic phrase in job ad (although not necessary to translate whole ad) Ask for referrals among your culturally diverse workforce Make your website immigrant-friendly (i.e. relevant language, photos, links to diversity resources). Also include resources on how to write a resume, cover letter, and prepare for interview. Separate list of essential and non-essential duties and qualifications in job description.
10	<p><i>Screening the Applications:</i></p> <ul style="list-style-type: none"> Remember that various cultures communicate differently (common to include in cover letters a religious greeting or mention of family in many cultures). Therefore, the screening process must focus on relevant skills and knowledge, not communication style. Utilize existing cultural diversity of your workforce in order to gain an understanding of unknown qualifications on resumes. Foreign credentials assessment resources: www.cicic.ca/415/credential-assessment-services.canada and www.bcit.ca/ices. <p>Tool 2: Culturally-Competent Communications for Interviews</p>



Tool 3: Culturally-Competent Awareness of Body Language

Tool 4: Testing Performance and Skills on Key Job Criteria - Interview Stage

- 11** *Interviewing and Testing:*
- Use language that is immigrant-friendly and allow for different communication styles (i.e. avoid slang or technical language). Pick a common topic for small talk (i.e. weather).
 - Personal space differs among cultures: do not judge on what may seem forward or reticent.
 - In order to more accurately assess how a candidate might perform on the job, especially if qualifications are unknown, ask scenario-based questions.
 - Consider using practice-based ways of assessing ability, particularly if there is a language barrier.
 - Do not ask about Canadian work experience, only about general experience that is relevant in Canada.

- 12** *Reference Checking: Culturally-Competent Ways of Checking References and Equivalencies*
- Ask applicant to get references translated.
 - As for character references if no local references are available – for example, ask for references from professional associations, etc.
 - If international references can speak English, make the call. Consider sending questions ahead of time. Clarify pronunciation of names with candidate.

- 13** *Offering the Job and Providing Feedback*
- Use plain language in the offer letter. The Plain Language Network www.plainlanguagenetwork.org is a helpful resource for this.
 - Take time to provide constructive feedback for unsuccessful candidates (if this is a normal company policy). If possible, suggest certification or course of study that might be useful.

Tool 5: Culturally-Competent Approaches for Integrating Skilled Immigrants

- 14** *Ensuring Success in the Workplace*
- Provide a thorough orientation, including policies such as human rights and anti-discrimination, along with organization mission, structure, and staff members. It is also helpful to identify those with diversity roles in the workplace.
 - Provide a buddy for new employee.
 - Include cultural integration questions as part of a regular performance review.
 - Provide workplace development sessions, including diversity workshops and team-building opportunities.
 - Consider providing ESL support to improve communications.
 - Clarify promotion process and expectations as in many cultures it is not common to self-promote or apply for senior positions.
 - Provide support to existing employees to help with immigration.



4. *British Columbia Ministry of Economic Development. (2008). *The Work B.C. Employer's Toolkit: a Resource for B.C. Businesses*. Retrieved September 29, 2009, from www.workbc.ca/docs/emptoolkit/toolkit_book4.pdf

Abstract: *This toolkit provides an overview of current workforce trends; benefits of hiring from a culturally diverse labour pool; strategies to prepare for diversity in the workplace; sources for advertising and creating advertising that invites cross-cultural applicants; tips and strategies for interviewing; and resources for further learning.*

KEYWORDS: **attracting and retaining skilled immigrants; culturally- competent interviewing skills**

Page	Critical Point or Resource
6	<i>Benefits of hiring immigrant workers:</i> <ul style="list-style-type: none">• Broadens client base by tapping into new markets• A diverse workplace is more responsive to the needs of the consumer• Provides the organization with an advantage in global marketing• High levels of skills and education
8	<ul style="list-style-type: none">• B.C. Provincial Nominee Program and Foreign Credentials Program: basic overview
11	<i>Diversity Thermometer:</i> highlights key areas for consideration <ul style="list-style-type: none">• assist management and staff in examining culture of diversity in their organizations
14	<i>Methods of attracting/advertising to immigrant candidates:</i> <ul style="list-style-type: none">• Promotional materials must be reflective and inviting to immigrants• Develop relationship with agencies that work with new immigrants• Advertise in ethnic media• Use personal contacts of current employees• Networking, job fairs• Website and the internet• Private employee agencies• Professional and trade associations
15	<ul style="list-style-type: none">• Plain language checklist for employers• How to write for a diverse audience
16	<ul style="list-style-type: none">• Navigating cross-cultural interviews



5. Business Council of B.C. (2008). Census Shows Drop in Median Earnings in B.C. *B.C. Economic Snapshot*. 7(3). Retrieved September 27, 2009, from www.bcbc.com/documents/bcesv7n3.pdf

Abstract: Provides recent statistics to show that income discrepancies in B.C. between recent immigrants and Canadian-born workers has been widening for the past 25 years. Also shows how the increasing rate of immigration into B.C. is a contributing factor to lower salaries for recent immigrants.

KEYWORDS: skilled immigrant salary discrepancy

Page	Critical Point or Resource
2	<ul style="list-style-type: none">Perhaps the most worrisome factor contributing to lower earnings in B.C. is the deteriorating labour market performance of recent immigrants. The median earnings for a Canadian born individual holding a university degree was \$47,279 at the time of the 2006 Census. In comparison, the median earnings for a recent immigrant with a degree was \$22,920, less than half of the amount earned by his or her Canadian-born counterpart. The profile is similar for those without a degree, with recent immigrants earning just over half of the amount of Canadian-born. This gap has widened steadily over the past 25 years (in 1980 the median earnings of recent immigrants equalled 77% of Canadian born earnings). With immigrants accounting for nearly all of the growth in the labour force, this increasing gap is an important reason for the downward pressure on median earnings in B.C.



6. Chrobot- Mason, D. and Quinones, M.A. (2002). Training for a Diverse Workplace. In K. Kraiger (Ed), *Creating, Implementing, and Managing: Effective Training and Development* (pp. 117- 159). San Francisco: Josey-Bass.

Abstract: This article aims to integrate research findings in the training literature with diversity training practice. The authors first discuss why diversity training efforts have failed to help companies realize the competitive advantage of a diverse workforce, and then present a framework for a systematic approach to diversity training which organizations can use to realize the business case for diversity.

KEYWORDS: business case for diversity; diversity training

Page	Critical Point or Resource
118	<ul style="list-style-type: none"> Integrate research findings in the training literature with diversity training in practice Goal: show how to improve diversity training practices based on “sound, empirical, academic research findings” Despite sharp increases in companies undertaking diversity training initiatives, there has been an increase in the number of claims of sex, race, age, discrimination, and sexual harassment
119	<p>“Why have diversity training efforts failed to help companies realize the competitive advantage of a diverse workforce?”</p> <ol style="list-style-type: none"> Unclear objectives <ul style="list-style-type: none"> Organizations should work to change employee behaviour, rather than attitude, and be clear about what is expected of employees (what to do vs. what not to do) Backlash Effect <ul style="list-style-type: none"> Many programs focus on increasing awareness of group difficulties, which causes prejudices and stereotypes to become more prevalent Short- Term Focus <ul style="list-style-type: none"> No follow-up so nothing changes in the long term Lack of evaluation and feedback <ul style="list-style-type: none"> No rigorous evaluation of diversity training effectiveness in literature
123	<p>Systematic Approach to Diversity Training Framework:</p> <p><i>Preparing for Diversity Training</i></p> <ol style="list-style-type: none"> Organizational Needs Assessment <ul style="list-style-type: none"> Determine nature and severity of diversity problems or issues in the organization Help to determine appropriate content and delivery mechanism for training:
126	<ol style="list-style-type: none"> <i>Organizational analysis</i> <ul style="list-style-type: none"> Determines an organization’s goals, challenges, work environment, resources, internal and external constraints to effectiveness of diversity training Determine if conditions are right for introducing training course (i.e. is



there ample management support?)

- 128 *b. Person analysis*
- Who needs training? (I.e. what level of the organization?)
 - How the training should be conducted and promoted. I.e. How comfortable employees are with diversity issues or how much experience they have interacting with people from diverse backgrounds

131 **2. Establishing Clear Training Objectives**

- Diversity training must detail how training can accomplish broad goals of improving work environment, work relationships, and the quality and efficiency of the work being done.
- Learning objectives should be specific so that progress and achievements can be monitored.
- Each goal should be accompanied by awareness objectives, skill-building objectives, and action-planning objectives.

135 *Developing Training Content and Process*

3. Awareness

- Increasing the awareness of diversity issues by understanding the facts, the personal feelings, and the attitudes surrounding diversity

138 **4. Skill Building**

- Educate and inform trainees about inappropriate behaviours and the negative consequences of bias and discrimination
- Develop the necessary skills to break bad habits
- Informational and interactive skill development training are most effective

140 **5. Action Planning**

- Commitment to organizational and personal change
- Long-term approach that integrates diversity with other business practices and objectives

- 141 • Critical examination of organizational process, policy, practice to determine where bias and discrimination occurs
- Seek input from trainees on changes that need to be made to organizational practices

- 142 • Training should include time for individuals to develop personal action plans

144 *Planning for Success*

6. Taking Steps to Ensure Management Buy-In

- Senior leaders must be committed to diversity or employees will not take training seriously and minority employees may feel betrayed if promises are not kept

- 145 • Involve key stakeholders in needs assessment stage
- Make sure they understand the role they play in supporting diversity
 - Creation of corporate-wide philosophy that governs and enforces diversity

146 **7. Stimulating Motivation to Learn**

- Create safe learning environment that is free of blame and guilt



- Training groups should be diverse and equal in number (minority, white, female, male)

- 147
- Management and employees should be trained separately at first
 - Everyone in the organization should be trained so no one is singled out

149 *Evaluation and Maintaining the Intervention*

8. Developing Measurable Evaluation Criteria

- For example, retention rates, employee satisfaction, internal/external support of diversity efforts, response time for resolving problems and concerns
- 360 degree feedback
- Completion rates of personal and organizational action plans

150 **9. Reinforcing Desired Behaviours**

- Include positive diversity behaviours as part of performance appraisal
 - Time off for refresher courses
 - Post-training interventions like goal-setting or self-management skills
-



7. Combs, G.M. and Luthans, F. (2007) Diversity Training: Analysis of the Impact of Self-Efficacy. *Human Resource Development Quarterly*. 18(1), 91- 120.

Abstract: Although the importance of diversity in organizations is widely recognized, diversity training is under attack. Drawing from self-efficacy theory and research, a questionnaire was developed to measure one's efficacy of successfully coping with widely recognized diversity initiatives. Then a study was conducted to examine the effect of self-efficacy-based diversity training on the level of participant's measured diversity self-efficacy (DSE) and the possible mediation of this DSE on intentions to pursue positive diversity-related initiatives. The field experimental design showed that training incorporating efficacy components significantly increased trainees' measured DSE. Diversity training was also shown to be positively related to the trainees' stated levels of difficulty and magnitude in coping with diversity initiatives. Finally, the DSE was found to mediate training and intentions. Importantly, one-year follow-up data supported the impact of the intentions. The practical implications of these findings for HRD in general and diversity training in particular conclude this article.

KEYWORDS: self- efficacy; effectiveness of diversity training; training knowledge and outcome

Page	Critical Point or Resource
92	<ul style="list-style-type: none"> • "Diversity training seeks to promote a positive diversity climate by influencing actual and intended interactions of employees with diverse co-workers, and clients." • Very little assessment of outcomes and whether knowledge learned is actually transferred to a work setting. • Training outcomes and transfer may be positively influenced by the trainee's Diversity Self-Efficacy (DSE): "the perception and belief (confidence) that one can marshal the necessary motivation, cognitive resources, and courses of action to change behaviours and successfully attain desired diversity goals and initiatives in the workplace."
93	<ul style="list-style-type: none"> • DSE: may be affected by strong and entrenched beliefs and values embedded in the cognitive process. <ul style="list-style-type: none"> ○ "The psychosocial forces that influence diversity behaviours, such as personal biases and learned stereotypes toward particular groups, may not be as easily identified or acknowledged by individuals in a training environment." ▪ Barriers to full inclusion in workforce may be more subtle than overt. ▪ Bandura (1986): self- efficacy: "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances." <ul style="list-style-type: none"> ○ This study assesses the effectiveness of diversity training through its impact on diversity self- efficacy and trainees' intentions to engage in positive diversity initiatives.
95	<ul style="list-style-type: none"> • "Self- efficacy is a cognitive, self- regulating attribute of trainees that may be applicable to assessing the effectiveness of diversity training." • There is limited research on diversity training, and no adequate assessment of its



	success or failure
	<ul style="list-style-type: none">• Diversity training differs from computer or sales training in that behaviours and knowledge learned during training may not be immediately exhibited.
96	Hypothesis 1: There will be a positive relationship between diversity self-efficacy and intentions to undertake a greater number and more challenging diversity behaviours and initiatives in the trainees' real world (non- training context) environment.
97	Transfer of diversity training back to the job: <ul style="list-style-type: none">• 'Efficacy' and 'confidence' used interchangeably• Diversity trainees need the confidence (efficacy) to mobilize the motivation and cognitive resources to learn and transfer skills related to diversity initiatives and goals back on the job• Self-efficacy allows trainees to value and promote diversity goals/values• The climate that an individual creates for true equal opportunity in the workplace is diversity self-efficacy (DSE)• Self-efficacy beliefs may be the sought-after bridge for individual managers and employees to apply positive diversity initiatives in the workplace
98	Hypothesis 2: Trainees high in DSE will experience significantly increased post-training intentions to undertake a greater number and more challenging diversity behaviours and initiatives in the trainees workplace environment Self- efficacy as mediator between diversity training and intentions: <ul style="list-style-type: none">▪ If self-efficacy principles are addressed in training, individuals may be able to more effectively handle challenging diversity situations.▪ Self-efficacy training may enhance trainees' beliefs in their own capabilities to apply existing skills effectively and affect the number of performance initiatives that trainees may attempt.
99	Hypothesis 3: Diversity self-efficacy will mediate the influence of training on both the difficulty and the number of diversity related intentions selected
100	DSE Training: used 4 components of self-efficacy developed by Bandura (1997): <ol style="list-style-type: none">1. Enactive mastery - case scenarios, role plays, group interactive exercises2. Modelling - video examples3. Verbal/social persuasion - feedback and positive affirmation from the training facilitator4. Psychological arousal - benefits of diversity, consequences of actions
106	<ul style="list-style-type: none">• <i>Hypothesis 1</i> supported the theory that higher diversity self-efficacy perceptions positively relate with the difficulty and number of specific action intentions selected to promote a highly desirable diversity climate• <i>Hypothesis 2</i> provided only partial support
111	<ul style="list-style-type: none">▪ The importance of DSE in effectiveness of diversity training and meeting diversity training goals was empirically supported: trainees' level of self-efficacy is significantly related to the level of difficulty and the number of intentions to engage in



positive diversity actions and initiatives.

- Diversity training is designed to incorporate the sources self-efficacy, and can have a positive effect on intentions to engage in positive diversity actions.

112

- "Organizations seeking to promote employee and client diversity may be able to develop human capital through efficacy-based diversity training."
- DSE may mediate the influence of diversity training on participants' intentions to promote a positive diversity climate and attain diversity initiatives back on the job

Follow-up data one year later suggest that those who receive DSE training show:

- greater frequency of success in carrying out diversity related intentions;
 - positive differences in perceptions of valuing diversity and monitoring their actions regarding promoting diversity on the job;
 - greater frequency of success in carrying out diversity-related intentions.
-



8. Cunningham, G.B. (2009). The Moderating Effect of Diversity Strategy on the Relationship between Racial Diversity and Organizational Performance. *Journal of Applied Social Psychology*. 39(6), 1445- 1460.

Abstract: The purpose of this study was to examine the degree to which a proactive diversity-management strategy moderated the relationship between racial diversity and organizational performance. Data were gathered from 75 NCAA athletic departments. Hierarchical regression analysis indicated that, after controlling for the department expenditures and department size, racial diversity was positively associated with objective measures of overall performance. These effects were qualified by the moderating effects of a proactive diversity-management strategy, as departments that were racially diverse and followed a proactive diversity-management strategy had the greatest performance. The total model explained 68% of the variance in the department's performance. Results are discussed in terms of contributions and implications.

KEYWORDS: diversity- management strategy; business case for diversity

Page	Critical Point or Resource
1454	<ul style="list-style-type: none">• “When not considering contextual, cultural, and strategic factors, diversity is likely to have no impact – or even a negative influence – on subsequent processes and outcomes. However, all organizations are not the same: They do not have the same organizational cultures, and they do not have the same strategies for leveraging the positive impact diversity can bring. Therein lies the importance of considering the diversity-management strategy employed and how that strategy interacts with the organization’s workforce diversity to influence overall effectiveness.”• When racial diversity was coupled with a proactive diversity-management strategy, positive effects increased• Proactive diversity-management strategies will allow for the conditions necessary to capitalize on the benefits of diversity, such as active debate of issues, freedom to express doubt as to the efficacy of the adopted approach, and cooperative interdependence
1455	<ul style="list-style-type: none">• “Organizations are unlikely to realize maximally the benefits of a diverse workforce unless they also implement effective diversity-management strategies.”
1456	<ul style="list-style-type: none">• The business case for diversity is likely to be realized when “diversity is ingrained into the fabric of the organization, its mission, policies, and practices; when diverse persons hold positions of power; and when all people, irrespective of their individual differences, contribute to the organization’s success.”



9. Davidson, M.N. (1999). The Value of Being Included: an Examination of Diversity Change Initiatives Organizations. *Performance Improvement Quarterly*. 12(1), 164- 180.

Abstract: *In recent decades, many organizations have undertaken initiatives aimed at managing a more diverse workforce. Many of these initiatives have been limited in effectiveness because they focused solely on managing or preventing human resource-related crises, rather than reconceptualizing how the work of the business is accomplished. More effective diversity change initiatives can be implemented if change agents take an overarching perspective of the business and the workforce that considers the importance of engaging both the oppressed and privileged members of the organization. Such a perspective necessarily requires considering the impact of oppression and privilege in the organization. Common diversity change interventions are discussed and critiqued, and suggestions for formulating optimally effective diversity change initiatives are suggested.*

KEYWORDS: change agents, barriers to inclusion, building inclusive workplaces, motivations for diversity training

Page	Critical Point or Resource
164	<ul style="list-style-type: none"> ▪ "Conceiving of diversity change initiatives merely as tools to repair or pre-empt an episodic crisis fails to capitalize on the impact that diversity change efforts have on the broader organization and the way business is conducted." ▪ Diversity initiatives should inform business strategy, implementation, and managerial practice, not just isolated disputes.
165	<p><i>Why diversity change efforts are ineffective:</i></p> <ul style="list-style-type: none"> ▪ Immediately after diversity change training sessions, participants report experiencing transformative personal change but in the long run, little has changed in the way diversity is managed in the organization, despite resources invested and widespread agreement as to the importance of diversity. <p><i>Why do organizations undertake diversity training?</i></p> <ul style="list-style-type: none"> • According to 53 corporations: <ul style="list-style-type: none"> ○ Increasingly diverse customers and markets ○ Global diversity ○ Anticipated changes in workforce demographics ○ But among four hundred Fortune 500 companies with diversity programs, only 26% of executives considered diversity as "very important" <ul style="list-style-type: none"> ▪ Difference between what companies say they are motivated by and the real impetus for initiating diversity change <p><i>Alternative explanations:</i></p> <ul style="list-style-type: none"> • Crisis management: diversity programs often embarked upon when a company is faced with personnel problems, and it becomes an HR problem to manage the demographics of workforce. If diversity programs are introduced as a response to problems that have already arisen, often there will be an atmosphere of fear and



defensiveness which makes it difficult to learn new material.

- **Opportunity cost rationale:** this occurs when companies want to curtail the opportunity costs involved in not engaging in change. These are companies that do not want to lead the field, but prefer to keep up with others in order to compare favourably with competitors – i.e. the status quo.
- **Moral rationale:** if a society holds a sense of fairness and a value of equality of access to opportunity as part of its cultural ethos, it should not tolerate injustice and discrimination in any area (167) – this argument extends to specific organizations as well.
 - Leaders are often personally invested in believing their organization is a fair place to work
 - If mistreatment/unfairness happens, leaders often act to restore congruence with their espoused values and practice, and diversity programs serve this purpose
- **Business rationale:** realization that many new entrants to the labour market in the near future will be immigrants. An organization's ability to attract, retain, and motivate people from diverse backgrounds may lead to competitive advantages in cost structures.
 - Enhance marketing opportunities by breaking down entry barriers to specific cultural markets
 - Improve creativity, problem- solving, and flexible adaptation to change
 - However, even well- designed diversity initiatives which stem from this rationale do not always lead to substantive changes

168 *Why do initiatives that stem from these motivations often fail?*

- Often poorly designed and do not incorporate perspectives and concerns of diverse employees
- May not be conducted by skilled or well-trained facilitators
 - Both can lead to anger, backlash, resistance, and defensiveness

Some initiatives fail even when they are well-designed and delivered. Why?

- Role of oppression and privilege in the organization:
 - **Oppression:** "the use of pervasive societal attitudes, institutions, and policies to maintain an unjust exercise of authority or power over persons or groups of persons."
 - **Privilege:** "the advantage that accrues to a person by virtue of his or her appearance or station."
 - Cause problems in organizations because people on low levels of hierarchy are more likely to be paid less, be exposed to more hazardous working conditions, and to be less valued. These people are more likely to be excited about change and have high expectations for follow-through, so when this does not happen, they experience frustration.
 - Privilege becomes a more prominent issue higher up the ladder.

- **170**
 - Working to correct unfairness associated with privilege often requires those with privilege to yield some of the benefits of that privilege.
 - Difficult for those with privilege to even acknowledge that they have benefited from an invisible advantage.
 - Change agents (whether from within the organization or external consultants) are



often members of disenfranchised groups and so often do not fully incorporate perspectives of non-disenfranchised groups and those who are privileged.

- Do not know how to motivate these individuals to engage in change both rationally and emotionally.

- 171 • Motivations for diversity initiatives “rarely incorporate the interplay between the need to deal constructively with disenfranchised members and the need to deal effectively with privileged members of the organization.”

172 *How to design more effective diversity change initiatives:*

- **Inclusiveness as a unifying principle:**
 - “One's experience of inclusion in the collective is a powerful determinant of action.”
 - Psychological link to organization, identification with organization
 - Leads to pro-social behaviour, organizational citizenship behaviour, increased commitment to the organization. This equals enhanced performance.
 - Interpersonal attachment in work units leads to commitment to the organization.
- **Barriers to inclusion:**
 - Hierarchy is the sense of separation and alienation
 - Institutional and systemic bias (in hiring, promotion, and appraisal) may lead the individual to be cautious about being victimized by the injustices of the organizational system, which inhibits them from feeling a part of that organization. This affects both disenfranchised and privileged members

174 *Tactics for Designing Diversity Change Initiatives:*

1. Solicit multiple perspectives and incorporate them into Diversity Change Designs

- Plan will focus on the dimensions of diversity specific to the organization, not standard dimensions of race or gender.
- Data collected should involve learning about the experiences of oppressed people and how these experiences are perpetrated by organizational systems, norms, and behaviours of privileged members.
- Data should then be used to imagine how broad organizational systems might be modified or eliminated to reduce negative experiences.

2. Change agents must be willing to forgo oppressed group loyalties

3. Engage oppression and privilege in the organization directly:

- Companies that sponsor cultural events without addressing substantive issues that affect the work lives of members of those cultural groups.
- Both parties (oppressed and privileged) need to articulate creative ways of bringing cooperation, collaboration, and justice into workplace.



10. Day, R. (2008). Look at Diversity as an Asset. *Human Resources*. August, 57.

Abstract: The article offers guidelines on how to create a harmonious work environment. It suggests analyzing the way the organization manages its cultural diversity by working with an individual or team and working to improve communication skills. It also recommends the use of a competency-based tool to help people understand the skills and qualities to be developed.

KEYWORDS: managing cultural diversity in the workforce; culturally competent communication

Page	Critical Point or Resource
	<p>Guidelines for meeting the challenge of effectively managing a multicultural team in order to maximize the productivity and input of each member:</p> <ol style="list-style-type: none">1. Look at how cultural diversity is currently handled.<ul style="list-style-type: none">• Use a developmental approach: view cultural differences as expectations, assumptions, values, and behaviours caused by differing collective experiences.• View cultural diversity as an opportunity, not a hindrance.• Recognize that collective tendencies reveal themselves as individual differences.2. Start with a team and work to improve communication.<ul style="list-style-type: none">• Encourage an environment where differences are acknowledged.<ul style="list-style-type: none">○ This approach works best when training is driven by business needs and people are faced with actual situations rather than trying to fix policies or procedures.• Training should be interactive, and involve exchanges of impressions, experiences, and challenges among learners.• Ensure that perceived differences are equally as important as real differences (because perceptions give rise to reactions and judgments).• Help people understand the cultural logic behind what may be perceived as a strange behaviour.



11.Hartenian, L.S. and Gudmundson, D.E. (2000). Cultural Diversity in Small Business: Implications for Firm Performance. *Journal of Developmental Entrepreneurship*. 5(3), 209- 219.

Abstract: Proponents of diversity argue that culturally diverse workforces have economic advantages for organizations. Of particular interest for small firm survival is whether entrepreneurs will see the need to design the organization's work force with cultural diversity in mind. A review of the literature could find no empirical studies that examined workforce diversity (i.e. percentage of cultural minorities employed) and economic performance. Firms with more culturally diverse workforces were found to have a greater positive percentage change in revenue, net income, and CEO income in selected years than firms with less culturally diverse work forces. Interpretation of these findings suggests that small firm owners should focus on managing diverse workforces and measuring non-financial indicators of a firm's success.

KEYWORDS: diverse workforce, firm performance, financial outcomes

Page	Critical Point or Resource
	<ul style="list-style-type: none"> This study fills a void: previous studies did not look at diversity of the entire workforce and did not examine firm performance. This study empirically examines the relationship between workforce diversity, defined as "percent of cultural minorities employed by the firm" and firm economic performance. Looks at firms in service industries because it was believed that services sector would have higher concentration of small businesses and better representation of minority small business owners than manufacturing sector. <ul style="list-style-type: none"> Used large metropolitan area Surveys (mail) - 15% response rate Definition of diversity adapted to reflect three largest non-Anglo groups in U.S.: Blacks, Hispanics, Asians <p><i>Research Propositions:</i></p> <ul style="list-style-type: none"> Research Proposition 1: Firms with more culturally diverse workforces will experience different levels of financial performance than firms with less culturally diverse work forces. Conclusion: Some evidence exists to support this proposition but it is premature to conclude that workforce diversity is progressively or consistently related to economic performance. Research Proposition 2: Firms with culturally diverse workforces will experience different levels of financial performance than firms with non-diverse workforces. Research Proposition 3: Firms with minority owners will experience different levels of financial performance than firms with nonminority owners. Conclusions: some comparisons suggested that firms with more diverse workforces had better financial performance than those with non-diverse workforces (less than 10% or more than 90% minorities); in other comparisons, no statistically significant relationships were found. Overall conclusion: weak support for all of the propositions Problems with study: did not look at non-market measures of performance; did not consider the length of time a firm had been hiring a diverse workforce; assumes that



diverse workforce is well-managed by these firms.

12. Holladay, C.L., Knight, J.L., Paige, D.L., and Quinones, M.A. (2003). The Influence of Framing on Attitudes Toward Diversity Training. *Human Resource Development Quarterly*. 14(3), 245- 263.

Abstract: Although diversity training is becoming an integral component of organizations, little empirical research on the topic exists. The study examined here investigates how framing of diversity training (title, focus of content, assignment) and gender influence participants' attitudes. In this study, 160 adults (72 men, 88 women; 124 white; 36 minority) read a diversity course description and answered questions assessing their attitudes about the course and the organization. Results revealed that (1) a frame with a traditional title and a broad focus was responded to most favourably by participants; (2) men reacted more negatively than women to the diversity training course; and (3) men reacted more negatively than women to a frame with a narrow focus and remedial assignment. Findings are discussed in terms of the effect that different frames can have on participants' pre-training attitudes toward diversity training. Implications for researchers and consultants are also discussed.

KEYWORDS: diversity training, framing diversity training initiatives, avoiding backlash

Page	Critical Point or Resource
246	<ul style="list-style-type: none"> Diversity training is currently viewed as a strategic business objective. This is a change from being seen primarily as the socially responsible thing to do. Employees must see how the training program is in their best interest because employee buy-in is important to successful training initiatives: organizations should be cognizant of the potential impact that framing could have on employees' attitudes toward training. A frame is "a psychological device that offers a perspective and manipulates salience in order to influence subsequent judgment" (Rhoads, 1997: PAGE NUMBER).
247	<ul style="list-style-type: none"> Emphasizing or downplaying certain components of a message can sway, and even alter, people's pre-existing attitudes and beliefs about issues.
251	<p><i>Statement of purpose: Determine...</i></p> <ol style="list-style-type: none"> How the framing of diversity training influences participants' pre-training attitudes How the participants' gender influences his/her pre-training attitudes How the framing and participant's gender interact to affect pre-training attitudes
256	<p><i>Results:</i></p> <ul style="list-style-type: none"> No support for any single feature of framing having an effect on participants' pre-training attitudes, but combined features of framing did have an impact on attitudes.
258	<ul style="list-style-type: none"> Participant gender: men react with backlash to diversity training initiatives because they perceive the initiative as an attack on them. Interactions: a frame with advanced assignment and broadly focused content could counter the negative reactions of men and women by making everyone feel included.



13. Kirton, G. and Greene, A. (2005). *The Dynamics of Managing Diversity: a Critical Approach*. Burlington, MA: Elsevier Butterworth-Heinemann.

Abstract: This book takes the view that the study of equality needs to consider not only issues of discrimination, but also the needs of people in relation to their diverse cultures and identities. The authors discuss diversity as the recognition of the differences and similarities between and among social groups, and how resulting policies must reflect these. An integrative approach is used to look at issues surrounding managing equality and diversity in the workplace, and equality and diversity are viewed as mutually reinforcing, as opposed to competing, concepts. Topics explored are firmly placed within the organizational and labour market framework and examined from a sociological perspective.

KEYWORDS: business case for diversity vs. the social justice case for diversity; hiring and retaining diverse employees; monitoring diversity initiatives

Page	Critical Point or Resource
200	<ul style="list-style-type: none"> • Equal Opportunity Policy vs. Diversity Policy: <ul style="list-style-type: none"> ○ EO: emphasis on social justice case ○ DP: business case
201	<ul style="list-style-type: none"> • Social justice case: assess employment inequalities as unjust and unfair. Asks: “what can be done to relieve the employment disadvantage experienced by some social groups?” <ul style="list-style-type: none"> ○ Employers have a duty to address this ○ Creating a more diverse workforce through policy measures is ethical and moral aside from whether or not diversity is actually good for the organization ○ More prevalent in public sector
202	<ul style="list-style-type: none"> • Business case: asks “how can workforce diversity contribute to organizational aims and objectives?” <ul style="list-style-type: none"> ○ Diversity brings benefits to the organization ○ Elimination of discrimination is important but not the primary emphasis ○ 4 main advantages for business: <ol style="list-style-type: none"> 1. Taking advantage of diversity in the labour market 2. Maximizing employee potential 3. Managing across borders and cultures 4. Creating business opportunities and enhancing creativity • Critics of the business case worry that if the organizational benefits to be gained are too narrow or short-term then it may result in a partial, rather than comprehensive, policy (i.e. policies designed to attract only certain subset of labour supply).
203	<ul style="list-style-type: none"> ○ This narrow approach might lead some organizations to value certain types of diversity over others, depending on business and labour context. For example, m there may not be a business case for every minority group or the business case might be stronger for certain groups than for others. <ul style="list-style-type: none"> ▪ Some organizations can be successful without valuing diversity ▪ The solution is to suggest a fifth advantage to business: conducting ethical



- business/providing service equality
 - Linking of social justice and business cases
- **Central idea:** organizations need social legitimacy if they are to survive and flourish in the long term: take more of a stakeholder approach (shareholder, consumer, employee)

208 - *How diversity and equality policies fit into HRM areas:*

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- **Recruitment and Selection**
 - Application form vs. CV
 - Move away from 'word- of- mouth' methods, which tend to be favoured by small companies because of lower costs
 - Word-of-mouth tends to perpetuate under-representation of diverse groups. The careful construction of job advertisements is important to ensure the largest numbers of applicants are reached.
- **Training and Development**
 - As a vehicle to implement the policy: communicate objectives of the policy, raise awareness of issues, and instruct managers and employees of their roles and duties
 - Can be used to manipulate organizational members' attitudes and behaviour towards diverse social groups (i.e. harassment policy)

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- Can be used to break down instances of segregation and achieve a more diverse workforce
- **Terms and Conditions of Employment**
 - Review terms and conditions (i.e. pay, working hours, access to employment benefits, compassionate leave) to ensure they are equitable
 - Institute work-life balance arrangements for all employees

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- **Monitoring and Auditing**
 - Things to look for when conducting an equality and diversity audit: where are employees located? Is the organization complying with the law? What education, vocational, and professional qualifications do employees hold? What skills and experience do employees have? What are the turnover rates? Access to training resources? Sickness statistics? Employee opinion survey.



14. Knouse, S.B. and Dansby, M.R. (1999). Percentage of Work-Group Diversity and Work-Group Effectiveness. *Journal of Psychology*. 133(5), 486- 494.

Abstract: Diversity in group membership can present both advantages and disadvantages for group performance. The authors examined how different percentages in work- group diversity categories (gender, minority, and persons with disabilities) affected measures of group effectiveness (commitment, overall effectiveness, satisfaction, cohesion, trust, equal opportunity climate, and quality). The gender and minority, but not persons with disabilities, categories showed increases in perceived work-group effectiveness at the 11- 30% diversity level. Results are discussed in terms of possible optimum diversity levels, expanded measures of diversity, and team development of diverse work groups.

KEYWORDS: psychological minority phenomenon; work- group diversity

Page	Critical Point or Resource
487	<p><i>Diversity should:</i></p> <ul style="list-style-type: none"> • Bring broader perspectives to problems at hand • Bring a greater variety of criteria with which to evaluate decisions • "create greater synergy as dissimilar members interact and build on each other's ideas" • Promote more varied network contacts, which leads to better interaction with organizational and customer environment • Allow group members to take on a greater variety of tasks and roles <p><i>Possible downsides to diversity:</i></p> <ul style="list-style-type: none"> • Could lead to poor group performance as group members may believe they lack the similarities and commonalities required for cohesion • May be too focused on subgroup identities, and could open bias towards those not in that subgroup • Could create mixed and confused expectations, which could lead to intra-group conflict and differential power distribution • Social Contact Theory: a larger percentage of diversity allows more contact and thus more opportunity to explore commonalities • Psychological Minority Phenomenon: the optimal level of minority in a group is 10- 20%. This is also known as the critical mass or the representative minority, and is the level at which the majority is comfortable with minority.
488	<ul style="list-style-type: none"> • This study looks at how diversity percentages within work groups affect indicators of performance (i.e. commitment, group effectiveness, satisfaction, cohesion, trust, equal opportunity climate, and quality) • How does increasing percentages of diversity subgroup membership in work groups affect the performance of a group? <ul style="list-style-type: none"> ○ Used database maintained by Defence Equal Opportunity Management Institute <ul style="list-style-type: none"> ▪ Almost 12,000 completed surveys from Military Equal Opportunity Climate



Surveys for the evaluation of equal opportunity climate in Department of Defence organizations

- 60% of respondents were racially and ethnically mixed men

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Results:

- Small amount of diversity (11-30% of the work group) is optimal
- Perceptions of group effectiveness declines if mix exceeds 30%, except for groups of women who show slightly higher level of effectiveness at up to 50% diversity
- Reward structure of the group is important: "Basing rewards on the performance of individual group members exacerbates competition along diversity lines within the group. Group-oriented rewards, on the other hand, refocus attributions of group members toward group effectiveness rather than individual success."
- Other significant factors:
 - Cultural environment of organization (degree of tolerance for diversity); task competence of group members
 - No clear data on whether psychological minority phenomenon holds true with large percentage of persons with disabilities in a group: preliminary data from this study suggests that there is a linear decline in the perception of group effectiveness as the minority percentage increases.
 - If this is true, the solution may be special teambuilding training for groups with members with disabilities in order to change the way people react to each other in terms of beliefs, job performance, and expectations.



15. Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., and Thomas, D. (2003). The Effects of Diversity on Business Performance: Report of the Diversity Research Network. *Human Resources Management*. 42(1), 3- 21.

Abstract: This article summarizes the results and conclusions of studies examining the relationships between race/gender diversity and business performance. The studies were conducted in four large firms by Diversity Research Network, a research consortium. These researchers were asked by the BOLD Initiative to conduct this research to test arguments regarding the business case for diversity. Few positive or negative direct effects of diversity on performance were observed. Instead, a number of different aspects of the organizational context and some group processes moderated diversity-performance relationships. This suggests that a more nuanced view of the business case for diversity may be appropriate.

KEYWORDS: business case for diversity; diversity and business performance

Page	Critical Point or Resource
	BOLD: Business Opportunities for Leadership Diversity Initiative – non-profit organization made up of industry chief executives and HR professionals.
3	<ul style="list-style-type: none"> Large-scale field research project to examine the relationship between gender and racial diversity and business performance. <ul style="list-style-type: none"> 5-year research effort
16	<ul style="list-style-type: none"> Research conducted in four Fortune 500 firms that have reputations for long-standing commitments to building a diverse workforce and managing diversity effectively. <ul style="list-style-type: none"> 2 information processing firms, financial services firm, and a large retail company Formal policies support and reinforce diversity objectives.
17	<ul style="list-style-type: none"> Conclusion: racial and gender diversity do not have a positive effect on performance as proposed by some but does not necessarily have a negative effect either <ul style="list-style-type: none"> Gender diversity had either no effects or positive effects on team processes In some of the studies that showed a negative effect of racial diversity on team processes, this was mitigated by training and development-focused initiatives Under some conditions, racial diversity may enhance performance when organizations foster an environment that promotes learning from diversity Companies need to do a better job of tracking and evaluating the impact of their strategies for managing a diverse workforce. “The simplistic business case of the past is simply not supported in our research. Our experience and findings in these companies suggest that those who want to invoke a business case to advance the cause of diversity need to modify the way they frame the argument.” Focus should be on the conditions that can leverage benefits from diversity



- 18**
- Diversity should be viewed as “an opportunity for everyone in an organization to learn from each other how better to accomplish their work and an occasion that requires a supportive and cooperative organizational culture as well as group leadership and process skills that can facilitate effective group functioning. Organizations that invest their resources in taking advantage of the opportunities that diversity offers should outperform those that fail to make such investments.”
 - “It may be that the business case rhetoric has run its course.”
 - Diversity should be viewed instead as a “labour market imperative, a societal expectation and value.”
 - Managers are better off focusing on developing an organizational culture to make diversity a positive.

How?

- Adopt a more analytical approach
 - Link HR practices to business performance. Ask questions such as: “Under what conditions do work units that are diverse with respect to gender or race outperform or underperform work units that are more homogeneous?”
- “What conditions mitigate or exacerbate diversity’s potential negative or positive effects?”
 - Support experimentation and evaluation within the organization
 - Train for group process skills



16. Lumby, J. (2009). Performativity and Identity: Mechanisms of Exclusion. *Journal of Education Policy*. 24(3), 353- 369.

Abstract: *The mechanisms by which performativity may impact on the inclusion or exclusion of diverse staff in leadership have not been widely explored empirically. This paper draws on data from five case studies of further education colleges. It explores how the performativity culture relates to the multiple identities of leaders at various levels of hierarchy within the organization. It concludes that while previous commentaries may have correctly discerned a relationship between managerialism and a centralization of power to men and to senior leaders, they may have inadequately considered the complex impact of changes in public management culture on deeper power structures within the organization, including not only gender, but also socioeconomic class, ethnicity, and disability.*

KEYWORDS: performativity and diversity; definition of diversity

Page	Critical Point or Resource
256	<ul style="list-style-type: none">• Definition of diversity: “often used to signify inclusion in a population of those deemed to be ‘other’ than the majority or dominant group.”• This paper “assumes that individual identities are multiple and fluid comprising both observable (such as gender) and non-observable (such as educational background) characteristics.”• Those characteristics which are immediately detectable are “likely to be the most influential in that they are discerned immediately and tend to cement often stereotypical assumptions which are then not easily shaken.”



17. Macpherson, A. and Jayawarna, D. (2007). Training Approaches in Manufacturing SMEs: Measuring the Influence of Ownership, Structure, and Markets. *Education and Training*, 49(8/9). 698- 719.

Abstract: *This study investigates the factors that influence the approaches to training in manufacturing SMEs. The findings suggest that there will be times when formal training is appropriate for SMEs. Dependent on size, product, market, and organizational structures, formal training will be both required and/or encouraged by SME management. The challenge will be to understand specific organizational conditions, and to target the right type of intervention at a particular small firm based on its specific characteristics and needs. This will require a deeper understanding of the context and issues facing a specific firm.*

KEYWORDS: business policy; small and medium enterprises (SMEs); training methods

Page	Critical Point or Resource
	<ul style="list-style-type: none">• There is no agreement on what approaches can and should be adopted to ensure training success in SMEs• Informal development usually takes priority over formal development within smaller organizations because it is firm-specific, “on the job,” and is perceived as more useful, because of cost (time and resources), flexibility, and formal training’s lack of relevance to specific needs• However, because factors like size, innovation, production, market, and organizational conditions must be considered, generalizations about training practices in small firms cannot be made• Management development programs are effective for small firms• Formal training involves qualification courses run at University/College, formal courses run by outside providers, distance learning courses, formal in-house courses run by outside providers or company staff and internet-based courses• Informal training involves appraisal, coaching, promotion on a temporary basis, informal training seminars/meetings, and networking



18. Mannix, E. and Neale, M.A. (2005). What Differences Make a Difference? The Promise and Reality of Diverse Teams in Organizations. *Psychological Science in the Public Interest*. 6(2), 31- 55.

Abstract: *As the workplace has become increasingly diverse, there has been a tension between the promise and the reality of diversity in team process and performance. The optimistic view states that diversity will increase the variety of perspectives and approaches to problem-solving and knowledge sharing. In turn, this will lead to greater creativity and quality of team performance. However, the evidence favours a more pessimistic view: that diversity creates social divisions, which create negative performance outcomes for the group. Why is the reality of diversity less than the promise? Answering this requires understanding several factors, including how diversity is defined and categorized, and the moderating and mediating processes that affect the diversity-process-performance linkage.*

KEYWORDS: business performance and diversity; diverse teams; leadership

Page	Critical Point or Resource
32	<ul style="list-style-type: none"> • Research on the performance advantages of diversity shows no consistent or positive effects of diversity on work-group performance ▪ Implementing policies and practices that increase the diversity of the workforce without understanding how diverse individuals can come together to form effective teams is irresponsible ▪ Research shows that diversity can have negative effects on social integration, communication, and conflict in groups
33	<ul style="list-style-type: none"> • Diversity can result in poorer performance and lower satisfaction for group members • Solutions come from focusing on the links between diversity and group process, not performance • Diversity refers to demographic and non-demographic factors
46	<p>Providing a bridge across diversity in a team:</p> <ul style="list-style-type: none"> • Building trust and respect in a way that connects team members • Emphasize similarities rather than differences
47	<ul style="list-style-type: none"> • “Leader of a team can bridge diversity by proactively taking steps to bring a superordinate goal to the team” <ul style="list-style-type: none"> ○ I.e. task related, organizationally relevant, focused on work values (i.e. World bank overarching goal to end poverty) • Focus on norms, values, or overarching goals is most effective <p>Enhancing the influence of the minority:</p> <ul style="list-style-type: none"> • People have a tendency to suppress disagreements and conform to majority opinion. This decreases innovation, learning, and detection of error.
48	<ul style="list-style-type: none"> • Team leader support for the minority is most critical. • A group norm of openness and learning enhances minority’s voice and opinions.



19. McMahon, A.M. (2006). *Responses to Diversity: Approaches and Initiatives*. Retrieved September 24, 2009, from Society of Human Resources Management Website:
www.shrm.org/research/articles/articles/page/responsestodiversityapproachesandinitiatives.aspx

Abstract: *This paper highlights a variety of paths that lead an organization to develop diversity initiatives. The goal is to identify strengths and cautions associated with various approaches to diversity, and to encourage HR professionals to be reflective about their conceptualizations of diversity. This paper invites HR professionals who are planning diversity initiatives to consider the role of the organization in the process. In addition, it outlines alternatives to the current approach to diversity, and should be used as a tool for 1) reflecting on diversity approaches and initiatives, and 2) selecting practices to be adopted by the organization.*

KEYWORDS: motivations for diversity initiatives

Page	Critical Point or Resource
	This paper argues that professionals who want to become diversity competent must first recognize their own diversity stance.
	<p>4 <i>Common Sources of Diversity Initiatives:</i></p> <ol style="list-style-type: none"> 1. Arising from social justice demands <ul style="list-style-type: none"> • Affirmative action and equal opportunity requirements. • Organizations that make strategic, system-wide commitments to a social justice focus may develop core competencies related to serving a particular group, and emerge as industry leaders. • Risks: members of any cultural group also have other group identities, i.e. gender and age identities. One identity should not overshadow others. • Effectiveness of the program should be measured in relation to all groups, not just non-minority groups. 2. Defined by the HR business function <ul style="list-style-type: none"> • Common standardized practices by large firms can lead the way for smaller organizations with less professional expertise in the area. • I.e. core programs: formal orientation programs with diversity sections for all employees, in-service multicultural training for employees, HR programs focused on hiring individuals from communities served. 3. Emerge from an organization's community leadership role <ul style="list-style-type: none"> • I.e. government agencies, community organizations, businesses join efforts to achieve community goals <ul style="list-style-type: none"> ○ Often encounter diversity of values, culture, religion, and interests within community • In this case, "diversity becomes a community asset to be fostered and respected, not a problem to be solved ... emphasis is less on bridging gaps involving minorities or underserved groups and more on creating collaborative involvement



by all segments of the community."

4. Emerge from strategic planning

- Other key factors that should be considered when initiatives are reviewed for adoption:
 - System-wide commitments are important. If initiatives are not tied to an explicit mission/vision statement they may be unclear to clients and employees.
 - Language matters: affirmative action backlash shows that positive goals are accompanied by reactions that do not support those goals. It is important to use language associated with external actors (i.e. banks) to define an initiative and to represent them in terms of core values. "When organizations frame many initiatives for their external advantage, language variations and internal inconsistencies are likely. This can lead to a sense of cynicism about those initiatives."
- Organizational actions change identities and values related to diversity in unintended ways. The transformations required in order to adapt to accommodate such changes lead to a new understanding of diversity, attributes of various segments of the population, social justice values, and professional competencies.



20.*Ngo, H.V. (2008). Cultural Competence: a Guide to Organizational Change. Retrieved September 15, 2009, from the Government of Alberta Website: www.culture.alberta.ca/humanrights/.../culturalcompetence.2008.pdf

Abstract: This resource accompanies organizations in their efforts to promote sustainable cultural diversity and competence. Part 1 examines the demographic, social, political, economic, and legislative realities that are relevant to cultural diversity in Canada. Part 2 discusses fundamental principles of cultural competence, and factors that enable an organization to implement change. Part 3 offers a series of practical tools to help organizations integrate cultural diversity and competence into all aspects of their governance, management, administration, and service delivery. Part 4 suggests a guideline for a cultural competence based funding assessment.

KEYWORDS: cultural competence tools; implementing diversity initiatives; monitoring and evaluation of diversity initiatives

Page	Critical Point or Resource
41	<ul style="list-style-type: none"> Multi-stage developmental model to show how an organization moves toward cultural competence Stages: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, and cultural competence
47	<p><i>Cultural Competence Process:</i></p> <p>Phase 1: Preparation</p> <ul style="list-style-type: none"> Critical examination of structures, policies, and practices Tips for reflective analysis: (among others) conduct cost-benefit analysis for cultural competence efforts; identify constraints and barriers that may hinder organizational change efforts
48	<p>Phase 2: Reflective Analysis</p> <ul style="list-style-type: none"> Critical examination of structures, policies, and practices Tips for reflective analysis (among others): conduct cost-benefit analysis for cultural competence efforts; identify constraints and barriers that may hinder organizational change efforts
49	<p>Phase 3: Purposeful Planning</p> <ul style="list-style-type: none"> Requires an in-depth understanding of the theory underlying the planned change, i.e. an organization must know its desired organizational state, be able to articulate assumptions, and offer a clear roadmap to achieve intended results Tips: create a vision to promote cultural diversity and competence; set goals and objectives for organizational change
50	<p>Phase 4: Effective Implementation</p> <ul style="list-style-type: none"> Requires multi-stakeholder involvement, clear allocation of responsibilities, frequent communication, and adequate support



- Tips: establish clear timelines for strategies and activities; ensure all planned strategies and activities are carried out

51 Phase 5: Monitoring

- Tips: use creative methods to gather and share information and learning; coordinate communication to keep members informed of latest developments, activities and results

Phase 6: Evaluation

- Systematic assessment of progress and success of cultural competence strategies; clear personal and organizational performance measures; assessment of merit, description, implementation analyses, information processing, and feedback functions
- Enabling factors to cultural competence process: leadership, articulated rationale, resources, multi-stakeholder involvement, accountability, scope, and pace

55 *How to deal with resistance – tips*

- **Government Tools:** Board Membership; Board Processes and Functions; Governance Policy and Development
- **Management Tools:** Management and Administrative Team; Administrative Regulations and Procedures; Business Plan Development; HR Management; Financial Development and Management; Research, Information Management and Communication; Community Outreach; Partnership; Advocacy
- **Services Tools:** Service Development; Standards Delivery of Services



21.*North Shore Multicultural Society. (N.D.). *Guidebook for Diversity and Organizational Change*. Retrieved September 12, 2009, from <http://www.nsms.ca/downloads/diversity.pdf>

Abstract: This guidebook provides suggestions and practical tools for organizations wishing to better incorporate diversity throughout their operations. The guide is organized according to the “Masi model” developed by Ralph Masi, which describes four stages that organizations experience when successfully implementing change – Define, Discover, Discuss and Develop – and is used in the guide as a framework for planning diversity-related organizational change. The guide’s purpose is to introduce the concepts underlying organizational change, and to create familiarity with the steps needed to achieve it.

KEYWORDS: steps to achieving an inclusive workplace (Masi Model); culturally competent communication skills; performing an organizational assessment; stakeholder engagement; implementing diversity vision

Page	Critical Point or Resource
4	<ul style="list-style-type: none"> • Guide organized according to 4-stage Masi Model, developed by Ralph Masi, a Canadian physician who worked in the area of inclusion in health care delivery • Four stages that organizations experience when successfully implementing change: <ul style="list-style-type: none"> ○ 1. Define 2. Discover 3. Discuss 4. Develop
9	<p>Stage 1: Define</p> <ul style="list-style-type: none"> • When people within the organization decide it is time to initiate change. At this stage, organizations need to investigate the issue of diversity and determine which aspects are relevant to them.
10	<ul style="list-style-type: none"> ○ Methods: <ol style="list-style-type: none"> 1. Look at composition of surrounding community - is the organization representative? 2. Understand implications of discrimination and harassment by looking at Charter of Rights and Freedoms and B.C. Human Rights Code 3. Organizations can next begin to set goals. ○ <i>Hastings Institute Model for Organizational Change and Working Towards Cultural Competence</i> <ul style="list-style-type: none"> ▪ Extensive model which is presented in a chart that outlines goals and the corresponding processes for achieving them. Goals are divided into 9 Stages of Cultural Competence: <ol style="list-style-type: none"> 1. Organizational mission and mandate 2. Organizational make- up and climate 3. Goal setting 4. Community relations: consultation and communication 5. Policy, procedures, and practices 6. Personnel practices 7. Education and training 8. Programs and services



9. Communications, image, and public relations

- 37 **Stage 2: Discover**
- Organizations discover information specific to their organization, i.e. staff, volunteers, and client demographics.
 - Establish mechanisms for gaining feedback from internal and external sources.
- 38
- **Organizational assessments:** an appraisal of what people inside and outside the organization need so that steps can be planned in a way that allows the organization to respond effectively.
 - **Purpose of organizational assessments:**
 - Gauge public opinion
 - Develop support and stimulate action
 - Help decision-makers and planners set priorities
 - Help define and solve problems
 - Provide information that is useful when developing short- and long-term plans
 - Prove you know what you are doing
 - **Steps to implementing an organizational assessment:**
 - Determine the purpose and readiness of the organization
 - Establish the framework for your assessment tool (such as a questionnaire)
 - Prepare for the distribution of the assessment and create a communications plan
 - Distribute the questionnaire
 - Collect data and decide on the report format
 - Report
 - Respond to the report
 - Develop recommendations
 - Implement
 - Monitor implementation
 - Assessments collect both qualitative and quantitative data. Qualitative data: multiple choice or open questions; quantitative: demographics.
 - An organizational assessment template tool is included
- 57 **Stage 3: Discuss**
- Work towards adequate communication with, and commitment from, stakeholders and constituents affected in process of change
 - **Methods/Process:**
 - Community consultation: engage key players at all levels of community and throughout organization
 - Community capacity building:
 - Strengths, assets, and resources
 - Identify ways in which surrounding community can assist, partner, and work with the organization and build relationships based on those strengths. I.e. planning and problem-solving capacities of local residents, institutions, associations, and organizations.
- 63 **Stage 4: Develop**
- Implementation and building of a practical organizational change process - includes people, policies, programs, and organizational strategies
- 64
- **Methods/process:**



- **Strategic/implementation planning:** plan must have vision of diversity. Vision provides overall framework for developing goals and specific actions.
 - **Change team:** an internal committee within the organization (8-10 members) that is chosen from a cross-section of staff who represent all aspects and levels of organization, and who are committed to social justice and diversity. Members are called change agents.
 - **Change agent competencies:** change agents are champions of the cause and are charged with keeping the vision of diversity alive in the organization.
 - **Sustaining and maintaining change:** can be smaller, visible things: initiatives and processes do not have to be overwhelming.
 - **Reflecting on policy:** review whether policies related to diversity are known throughout the organization.
 - **Framework** for reflecting on policy, implementing policy, and developing an implementation plan included here.
-



22.*Nova Scotia Barristers' Society (2006). *Hiring Practices for Equity in Employment: Interviewing Guide*. Retrieved September 16, 2009, from http://www.nsbs.org/documents/equity/eq120407_hiringintrvwguide.pdf

Abstract: *This interview guide is intended to assist those responsible for interviewing students for articling or summer positions, in completing their task from an equity-in-employment perspective. This can also be extended for use in the hiring of associates and support staff. One of the major obstacles to the hiring and advancement of people from historically marginalized groups is the so-called organizational "fit" that is envisioned by most law firms. The end result is that individuals who do not fit the profile that the interviewer is comfortable with, or accustomed to, will not be successful at the interview stage of the hiring process.*

KEYWORDS: culturally-competent communication skills; promoting diversity in hiring process; cultural sensitivity

Page	Critical Point or Resource
	<ul style="list-style-type: none">• Aimed at those hiring students for articling or summer positions, or for hiring of associates and support staff• Clearly laid out and concise guide that could cross over into other industries/sectors• Includes sections on business case for diversity, recruiting diverse candidates, differences in selection process, sensitivity to cultural differences• Lots of overlap to B.C. HRMA toolkit



23.Özbilgin, M.F., Mulholland, G., Tatli, A., and Worman, D. (2008). *Managing Diversity and the Business Case*. London: Chartered Institute Of Personnel and Development (CIPD).

Abstract: This report reflects on and synthesizes information regarding managing diversity. Despite the overwhelming evidence for the business case for diversity, the CIPD national survey shows that organizations in the U.K. are not taking advantage of diversity management. By focusing on more generic diversity progress, the report highlights how academic-practitioner collaboration can spur advances in diversity management to influence, inform, and support diversity policy and best practices.

KEYWORDS: diversity management; business case; measuring success; specific knowledge for upper management

Page	Critical Point or Resource
5	<ul style="list-style-type: none"> Multiple definitions of diversity are a barrier to uniform diversity progress “In our view it is the failure to take into account the inclusive nature of diversity to enhance the benefits of difference that serves to undermine the business case for diversity, not the inclusive nature of diversity itself.” The organizational reason for adopting diversity management and its associated philosophy is the positive correlation between effective diversity management and improved organizational performance.
6	<ul style="list-style-type: none"> Managing diversity is in its infancy Must move beyond obvious diversity policies (related to recruiting, rewarding, and retaining diverse talent) and introduce new management techniques and interventions that enable people to work better because of their diversity and not in spite of it
9	<ul style="list-style-type: none"> There is a wide range of understanding about the business case for diversity and what it comprises. Some strongly support the business case and others depend on legal and moral case arguments, which are seen as separate from the business case. <ul style="list-style-type: none"> “In our view, separating legal obligations and behaving morally from the business case is pedantic nonsense.”
10	<ul style="list-style-type: none"> CIPD research shows that although there is much reference to the business case, there is no significant action customized to benefit individual organizations. Organizational responses mimic the predominant approach adopted in their particular sector. Organizations need to understand the generic arguments before they can move forward using the business case. People with responsibility for diversity need to have: <ul style="list-style-type: none"> An appreciation of the national diversity scene and what drives change. Familiarity with different national stakeholder interests regarding diversity management.



- Up-to-date knowledge of the way thinking about diversity management is evolving.
- Access to networks to share knowledge and understanding and to increase personal learning, communication, and influencing skills and a willingness to share knowledge and experience about both the internal and external diversity issues.
- An appreciation of the business case for diversity and how to use it appropriately to influence change in organizations.

- 14**
- To be successful in influencing diversity progress, organizations need to be able to show that what they do makes a difference and adds real value.
 - Many employees use employee attitude surveys, and complaint, grievance, and labour turnover rates. Few use tools like the balanced score card and impact assessments, which can show the links between diversity management, customer satisfaction, and business performance.



24. Pelled, L.H. (1996). Demographic Diversity, Conflict, and Work Group Outcomes: an Intervening Process Theory. *Organization Science*. 7(6), 615- 631.

Abstract: *This paper presents one of the models that examines the processes by which work group diversity predicts individual and group outcomes. The model is particularly interesting because in contrast to typical demographic models that only distinguish "more" from "less" diversity, it suggests that turnover and cognitive task performance (the outcomes) are conditional on both of the types of diversity represented in the group (the demographic predictors), and the types of conflict experienced by the group (the intervening processes).*

KEYWORDS: types of diversity

Page	Critical Point or Resource
619	<ul style="list-style-type: none">• Low job-related diversity: characteristics which are immediately discernible, such as age, gender, or race, but have no bearing on a person's technical skills or ability to perform a task.• High job-related diversity: characteristics that are not visibly obvious and include education and functional background diversity (e.g. past job experience), which are more likely to have an impact on someone's job performance.



25. Pinto, C.B. (2002). *Engaging Small and Medium Enterprises in Managing Diversity*. Retrieved September 21, 2009, from the Intercultural and Community Development Resources Australia Website:
http://www.aueb.gr/users/esaopa/courses/maniatis/small_med_ent.pdf

Abstract: *The aim of this report is to identify key areas for motivation, buy-in, and gateways for the engagement of SMEs in managing diversity; make recommendations regarding the suitability and relevance of current managing diversity models and other materials to create practical resources for managing diversity in SMEs; and identify potential areas of collaboration with peak organizations and stakeholders in the Australian context. Four think tanks were organized and facilitated in Riverland, Adelaide, Sydney and Canberra. The think tanks took the form of a luncheon with a guest speaker, to provide a context and practical examples of managing diversity in order to generate discussion. Participants in the think tanks represented a wide range of SMEs, as well as key stakeholders and government departments.*

KEYWORDS: SME; economic/social drivers for diversity management; barriers to diversity management; motivation and buy-in for diversity management

Page	Critical Point or Resource
7	<ul style="list-style-type: none"> • Economic drivers for SMEs to manage diversity: <ul style="list-style-type: none"> ○ Bottom line improvement ○ International links and market opportunity ○ Innovation ○ Addressing labour market needs through migration ○ Increasing opportunity ○ Minimizing risk ○ Answering "what is in it for me?" ○ Availability and affordability of resources ○ Incentives ○ Positioning managing diversity as an investment • Social drivers for SMEs to manage diversity: <ul style="list-style-type: none"> ○ Harmony and respect in the workplace ○ Identifying and utilizing skills ○ Developing community cohesiveness ○ Corporate social responsibility ○ Visible CEO commitment to corporate social responsibility ○ Community involvement ○ Synergistic relationships between employers and employees ○ Supporting country specific businesses ○ Elimination of exploitation of workers • Initiatives to engage SMEs in managing diversity should not only address economic/social drivers but need to be also collaborative efforts between SMEs and



business organizations, communities, community organizations, unions, and government.

- 8**
- In addition to the economic and social drivers, the following constraints and insights into managing diversity in SMEs emerged:
 - SMEs do not have abundant time and resources to implement initiatives
 - Many owners and operators of SMEs often have not had the opportunity to engage in formal management training
 - Often do not have the capacity to engage in formal Human Resources practices or undertake strategic planning
 - Fearful of government regulation and additional bureaucratic burdens
 - SMEs see themselves as integral parts of their geographic and demographic communities, so community views on managing diversity initiatives are important
 - Managing diversity for SMEs needs to be positioned as a collaborative community initiative and involve trusted traditional sources of information, support, and services for SMEs

 - SMEs will be motivated and buy in to managing diversity when it is shown that it is:
 - Tied to incentives
 - Cost effective
 - Practical
 - Measurable
 - Integrated into traditional SME development resources and tools and delivered by trusted traditional sources
 - Involve geographic and demographic communities
 - Non-bureaucratic and not compulsory

 - Includes model for valuing cultural diversity in the workplace (for SMEs)
-



26. Roberson, L., Kulik, C.T., and Pepper, M.B. (2001). Designing Effective Diversity Training: Influence of Group Composition and Trainee Experience. *Journal of Organizational Behaviour*. 22(8), 871- 885.

Abstract: *Despite the popularity of diversity training in corporate America, a lack of systematic evaluation has left managers with little guidance on how to design effective diversity training programs. This research examines how training group composition and trainee experience interact to influence the effects of diversity training on cognitive, affective, and behavioural outcomes. Results indicate that trainees with prior experience of diversity training responded most positively to training groups homogeneous with respect to racio-ethnicity and nationality; trainees without prior experience of diversity training were generally unaffected by training group composition. The implications of these findings for the design of diversity training programs in organizations and future research on diversity training are discussed.*

KEYWORDS: measuring training outcomes; training group composition

Page	Critical Point or Resource
872	<ul style="list-style-type: none">• Despite an increase in popularity of diversity training programs, few organizations measure how employees' behaviour is influenced by the training• There is little attention devoted to understanding how trainee characteristics influence training effectiveness• Question: how should training groups be formed (demographically heterogeneous or homogeneous?) to enhance the effectiveness of diversity training?
879	<ul style="list-style-type: none">• Outcomes: training group composition as an independent factor does not influence diversity training effectiveness. Training group composition had no main effect on any of the cognitive, attitudinal, or behavioural outcomes
882	<ul style="list-style-type: none">• Training group composition did not influence the effectiveness of the training for trainees with limited prior experience• Trainees with high prior experience are better off in homogeneous training groups as this provides them with security and confidence needed to develop skills
883	<ul style="list-style-type: none">• If trainees are already comfortable with each other, forming homogeneous groups may not be necessary.



27. Shoobridge, G.E. (2006). Multi-Ethnic Workforce and Business Performance: Review and Synthesis of the Empirical Literature. *Human Resource Development Review*. 5(1), 92- 137.

Abstract: This article provides an updated review and synthesis of the empirical literature on the determinants of business performance, and discusses directions of future research for developing better theories and advancing knowledge of the influence of ethnic minorities on financial achievements. The review is intended to overcome the weaknesses in previous reviews by focusing exclusively on studies that concentrate on ethnic minority related determinants of business performance. This article suggests that future research should take a more holistic approach to analyzing the impact of a multicultural workforce on the performance of small and medium-sized enterprises (SMEs). This article proposes a tentative research model that links six different ethnic concept groups directly to the financial and export performance of the firm.

KEYWORDS: human resources; performance; international business; SME; ethnic minority; diversity; workforce; inclusion

Page	Critical Point or Resource
	<ul style="list-style-type: none"> Literature review that focuses on SMEs, entrepreneurship, and key factors linked to ethnic diversity that may directly/indirectly affect business performance. <ul style="list-style-type: none"> Informs a tentative research model Articles have quantitative approaches and are empirical; use business or export performance measures; and workforce diversity refers to ethnic diversity.
96	<ul style="list-style-type: none"> Most existing research focuses on employment, HR practices, business characteristics, career progression, training networks, entrepreneurship, and sociological issues of ethnic minorities in the workforce. <ul style="list-style-type: none"> Few studies focus exclusively on the diversity of the workforce as an element that influences financial and international business performance.
97	<ul style="list-style-type: none"> The review focuses on internal determinants of business performance, justified by a resource-based theory (the principle determinants of a firm's performance and strategy are its internal organizational resources, i.e. workforce).
100	<p>Business Characteristics</p> <ul style="list-style-type: none"> The articles that link business characteristics to ethnic related issues mostly linked aspects indirectly to business (financial performance) and no article linked ethnicity to characteristics related to business strategy and internationalization. <p>Institutional Discrimination</p> <ul style="list-style-type: none"> Institutional racism still persists in organizations.
102	<ul style="list-style-type: none"> Discrimination happens on a personal level as well as at an organizational level.
103	<ul style="list-style-type: none"> Ethnic minority firms face additional barriers as compared with majority entrepreneurs, especially at start-up (i.e. accessing bank finance), and are therefore more likely to access nonbank informal sources of finance.



- Sector is not a determining influence.
- There is racial discrimination in mortgage markets because administrative costs and default rates are higher for minorities.

104 Managerial Characteristics

- Focus on how top management diversity relates to business performance.
- Literature shows that:
 - Geographic provenance, education, experience, perceptions, and cultural background have an important impact on business performance.
 - The focus is on individual actors instead of collaboration among ethnic minority groups.
 - There are no performance comparisons between effectiveness of entrepreneurs from majority backgrounds and those from ethnic minority backgrounds.
 - Literature has not linked ethnic minority business leadership to financial export performance, employment level of ethnic minorities, HR practices, or institutional discrimination.

HR Practices

- Focuses on how different internal HR practices affect the firm's performance: workforce diversity policies, recruitment, and evaluation of training programs.

- 112**
- Studies are focused on different aspects of personnel management involving HR indicators that do not demonstrate to employers the positive impact of DMS on the bottom line of the firm – i.e. job satisfaction, employee turnover, average salaries, recruitment practices, and employee commitment.

115 Business Support Networks

- Formal and informal support and communication practices are used by ethnic minority groups.
- Ethnic minority businesses experience more obstacles to access networks and so tend to access self-help networks within their own communities.
- Studies do not link use of formal and informal networks to other important factors affecting firm performance.

Workforce Ethnic Diversity

- Previous studies have found that HR management and top management diversity is correlated with firm performance.

- 118**
- Literature finds that diversity has a positive impact on business performance, and that the impact of workforce ethnic diversity can be measured at a managerial and organizational level.
-



28.Strandberg, C. (2009). *The Role of Human Resource Management in Corporate Social Responsibility*. Retrieved September 13, 2009 from http://www.corostrandberg.com/pdfs/csr_and_hr_management1.pdf

Abstract: *This paper clarifies the foundational elements that need to be in place to foster a high performance CSR (corporate social responsibility) organization and develop a framework or roadmap for firms wishing to become a high performing CSR organization.*

KEYWORDS: cost of staff turnover; rewards of low staff turnover

Page	Critical Point or Resource
	CSR – used interchangeably with ‘sustainability’ in this paper
8	Business case <ul style="list-style-type: none"> High staff turnover increases operating costs, loss of business to competitors, and reduced customer service standards.
9	<ul style="list-style-type: none"> Replacement cost for the average worker is \$50,000, which includes lost output, recruitment, and training. <ul style="list-style-type: none"> (\$3500 for an \$8/hour employee)
10	<ul style="list-style-type: none"> Those people committed to values of the company will increase their productivity. 2% increase in productivity from improved work environment as a result of CSR.



29. Thomas Jr., R.R. (2006). Building on the Promise of Diversity: How We Can Move to the Next Level in Our Workplaces, Our Communities, and Our Society. New York: American Management Association.

Abstract: Practitioner-oriented and plain language. The focus of this paper is on Strategic Diversity Management as a strategy to integrate diversity goals into an organization. It includes key components of SDM, fundamentals of SDM, and a framework that incorporates the components and fundamentals. Notes here are from chapters 7- 9.

KEYWORDS: strategic diversity management; requirements driven diversity efforts; decision- making best practices

Page	Critical Point or Resource
	<ul style="list-style-type: none"> Strategic Diversity Management (SDM): intended to enhance the way people make quality decisions in situations where there are critical differences, similarities, and tensions. <p>Key components of SDM:</p> <ol style="list-style-type: none"> Making quality decisions, which are ones that help people and organizations accomplish their mission, vision, and strategy What constitutes a critical set of differences, similarities, and tensions - i.e. how do you decide what type of diversity to address? Where can SDM be used? <ul style="list-style-type: none"> Can be applied to issues related to: workforce composition, teams, and product lines. <p><i>Five Fundamentals of Strategic Diversity Management:</i></p> <ol style="list-style-type: none"> A shared understanding of core concepts must be established <ul style="list-style-type: none"> Build a common understanding of definitions and principles of diversity Context is key <ul style="list-style-type: none"> All decisions must be appropriate for the internal and external environments in which they are made. The basic decision-making question should be: "Given our purpose, our external environmental factors, our understanding of what constitutes success, and our need to maintain and advance our competitive standing, how can we identify and respond to the critical diversity issues that require our attention?" Critical diversity issues are those that can make a compelling business case. Adopt a universal definition of diversity that applies specifically to that organization's mission, vision, and strategy. Diversity must be kept neutral – i.e. not all diversity has obvious positive benefits. Diversity efforts must be requirements driven <ul style="list-style-type: none"> Must focus on what is absolutely necessary to accomplish the individual's or



organization's mission, vision, and strategy - i.e. not traditions, personal preferences, or conveniences, but "the way things absolutely must be"

- **The Three Step Process for Becoming Requirement Driven:**
 1. Identify your requirements in the context of the mission, vision, and strategy of you and your organization.
 2. Agree to be driven by requirements then refuse to fall back on preferences, traditions, and convenience.
 3. Accept differences in the area of non-requirement.

4. Diversity aspirations of individuals and their enterprises must be considered

- Recognize that personal aspirations of individuals may differ from that of the organization and can affect the effectiveness of diversity efforts
- Decision makers must be clear about their enterprise's diversity aspirations and the extent to which they are shared by leaders and individual contributors
- Must ask questions related to 'representational diversity' (mixture of race, gender, or culture) and 'behavioural diversity' (with respect to thinking styles and personality). This is rare.

5. Enterprises and individuals must apply SDM universally

- Practice sessions are crucial in order to prepare managers and associates for full adoption of SDM, since implementing SDM often goes against the grain of an organization.

Framework:

Step 1: Specify the context in which decisions must be made

- Mission, vision, strategy, requirements, and external environment

Step 2: Identify mixture components:

- Who is in the mixture?
- What are differences and similarities among components of mixture?
- What are agendas and priorities of the components?
- What are requirements of each component?

Step 3: Assess diversity tensions

- Understand tensions that have been generated by the mixture
- Look at following variables:
 - Nature of tension - clashes of opinion, disagreement
 - Source/cause of tension
 - Diversity-challenged condition: are quality decisions able to be made?
 - Intensity: how much are the tensions affecting ability of good decisions to be made?
 - Costs: financial and social

Step 4: Identify desired state

- Nature of desired end state, the benefits and what it would offer, and factors that would hinder or help achievement



Step 5: Select responses when faced with conflict

- Take into account:
 - Which options were used previously
 - Benefits realized from previous approaches
 - Issues that remain to be addressed
 - Options which offer greatest likelihood for gain (i.e. 3rd party intervention, compromise approach)
-



30. Tsui, A.S. and Gutek, B.A. (1999). Demographic Differences in Organizations: Current Research and Future Directions. Maryland: Lexington Books.

Abstract: This book addresses the basic question “How do demographic differences between and among individuals in an organization influence their attitudes and behaviour toward each other and toward the organization as a whole?” It gives the reader an understanding of what demographic diversity means to individuals and provides insight into the reasons for the psychological and behavioural reactions of people at work who are demographically different from others in their work unit.

KEYWORDS: definition of diversity; benefits of a diverse organization

Page	Critical Point or Resource
131	<ul style="list-style-type: none"> Demographic diversity: “any characteristic that can serve as a basis for social categorization and self-identification”
133	<ul style="list-style-type: none"> 2 types: visible and non-visible. <ul style="list-style-type: none"> Non- visible is discovered after communication, either written or oral – i.e. religion, natal origin, educational background
179	<ul style="list-style-type: none"> Research shows that demographic factors both facilitate and hinder communication, understanding, acceptance, and attraction between individuals and groups. Diversity has been shown to facilitate creative problem solving and organizational innovation while homogeneity hinders them. Whether demographic diversity is a liability or an asset depends on the willingness of people in organizations to develop an understanding of demographic dynamics and to capitalize on the resources that diverse individuals can bring.
181	<p><i>Benefits of demographic diversity to an organization:</i></p> <ul style="list-style-type: none"> Diversity as an economic resource: employers that are able to attract applicants from diverse backgrounds are able to draw from a larger talent pool Diversity as an intellectual resource: people with different backgrounds bring different perspectives to the tasks they perform. They have a different way of perceiving, analyzing, and understanding a problem, which can lead to the exploration of more options.
182	<ul style="list-style-type: none"> Diversity as a social resource: variety of cultural backgrounds can enrich social interaction and experiences of everyone around them.



31. *Upwardly Global. (N.D.). *Upwardly Global Toolkit: Winning with World-Class Talent*. Retrieved September 12, 2009, from http://www.upwardlyglobal.org/resources/toolkit_color.pdf

Abstract: *The purpose of this toolkit is twofold. First, it makes the business case for competence in recruiting and employing immigrant professionals. Next, it provides strategies, tools, and resources for companies to successfully integrate immigrants into their workforces. Sections include: The Business Case; Myths and Reality of Employing Immigrants; Legal Issues; Best Practices; Culturally Appropriate Approach to Recruiting Foreign Born Professionals; and Workplace Scenarios.*

KEYWORDS: recruiting culturally diverse candidates; retaining and integrating culturally diverse employees

Page	Critical Point or Resource
20	<p><i>Recruiting culturally diverse candidates</i></p> <p>Best practices section</p> <ul style="list-style-type: none">• Since many immigrants are outside typical recruiting channels, it is important for those employers wishing to diversify their workforce to develop relationships with a network of immigrant professionals.• Developing this relationship takes time so it is important to do this for future recruiting (not for positions that are immediately available).
21	<p>Tips on how to connect with immigrant networks</p> <ul style="list-style-type: none">• Talk to immigrants already in your workforce and ask that they share information about job openings with their networks. Ask for suggestions about reaching out to those communities.• Get in touch with community and professional organizations that may reach immigrant professionals.• Connect with ESL teachers.• It is important to note that recruiting firms rely on networks to identify applicants and immigrants are usually on the outside of the process.• Immigrants who are working with recruiters may not be prioritized because they may be uncomfortable with making frequent calls to the recruiter in order to stay top of mind.
34	<p>Retaining and Integrating Culturally Diverse Employees</p> <ul style="list-style-type: none">• Impact of Cultural Differences chart shows typical 'Mainstream American Values' contrasted with 'Possible Alternatives' and the 'Possible Impact on Recruiting and Employment' that these contrasting values may have.• <i>Upwardly Global Toolkit</i> includes various scenarios that companies may face when hiring immigrant employees and the various solutions to overcome these problems. The scenarios include:<ul style="list-style-type: none">○ Immigrant professional struggling with the job, despite adequate qualifications○ Concern that the immigrant may have too strong an accent



- Concern that the immigrant applicant will not fit into the organizational culture

32. Webber, S.S. and Donahue, L.M. (2001). Impact of Highly and Less Job-Related Diversity on Work Group Cohesion and Performance: a Meta-Analysis. *Journal of Management*. 27(2), 141- 162.

Abstract: A meta-analysis of the data from empirical investigations of diversity in work groups was used to examine the impact of two types of diversity attributes (highly job-related and less job-related) on work group cohesion and performance. This distinction was used to test the proposition that different types of diversity will differentially impact work group cohesion and performance. In addition, type of team was examined as a possible moderator of the relationship between diversity and performance. Results showed that neither type of diversity had a relationship with cohesion or performance. Explanations and directions for future research are offered.

KEYWORDS: work group cohesion and diversity; types of diversity

Page	Critical Point or Resource
143	<ul style="list-style-type: none"> • Highly job-related: functional, educational, or industry background • Less job-related: age, gender, and race, are less directly associated with team objectives
156	<ul style="list-style-type: none"> • “Researchers have summarized the literature on diversity in work groups as demonstrating that increased diversity leads to cohesion while at the same time increasing innovation and performance.”
157	<ul style="list-style-type: none"> • Pelled (1996) and Pelled et al. (1999) propose a theoretical distinction between two different types of diversity: highly job-related and less job-related. <ul style="list-style-type: none"> ○ This article investigates the relationship between these two types of diversity and work group cohesion and performance across multiple studies. ○ Results: different types of diversity do not have differential impacts on work group cohesion and performance. <ul style="list-style-type: none"> ▪ There was no relationship between both types of diversity and either group cohesion or performance. ▪ “No evidence to support the idea that either type of diversity examined had much of an influence on group cohesion or performance.” ○ However, the impact of diversity in work groups is a growing area of research and not fully understood.
158	<ul style="list-style-type: none"> • Studies included in this research do not report tenure of the team so the effect time has on team cohesion is unclear. • Organizational context may matter (i.e. an organization’s work climate or culture) • This study suggests that “just bringing together individuals with diverse backgrounds in terms of their task-related knowledge, skills, and abilities does not automatically lead to more complex problem-solving and effective group performance.” • Researchers and practitioners need to examine possible interventions (such as leadership or team member development) to foster cognitive elaboration and information exchange between work groups.



33. Weiner, N. (1997). *Making Cultural Diversity Work*. Scarborough, Ont.: Carswell.

Abstract: This book highlights the importance of recognizing and valuing differences and incorporating them into the organization to foster a climate of inclusivity and productivity. The author discusses how to gain the most from a diverse workforce. This requires understanding cultural differences and how they can be harnessed to make an organization more creative and flexible. Includes chapters on: the challenges and opportunities of diversity; where Canadian culture differs from others in ways that are important for workplaces; the steps needed to achieve inclusivity, including establishing the foundation, getting employee input, and implementation and monitoring; and the skills that supervisors and managers need to accomplish their part in achieving inclusivity.

KEYWORDS: meaning of diversity/inclusivity; business case for diversity; challenges to achieving a diverse workplace; concrete steps to achieving a diverse workplace

Page	Critical Point or Resource
6	<ul style="list-style-type: none"> Meaning of diversity/inclusivity: "Inclusivity [...] requires recognizing differences while perceiving them as part of a whole." Business case for diversity: "Valuing diversity means recognizing that differences are not absolute but are variable and that differences enable an organization to be more effective because it can capitalize on the heterogeneity of perspectives and talent to find the superior solution for each particular situation."
33	<p>Cox, 1994: diversity can increase an organization's flexibility:</p> <ul style="list-style-type: none"> Out group members have especially flexible cognitive structures either because they are on the outside or because they possess particular skills. The process of managing diversity provides an organization with flexibility.
35	<ul style="list-style-type: none"> Diversity is an intangible, but highly valuable, part of the intellectual capital of an organization, and can increase shareholders' wealth.
36	<p><i>Challenges to Achieving a Diverse Workplace:</i></p> <ul style="list-style-type: none"> Requires organizational resources, such as commitment of senior and middle managers and supervisors. Communicating and resolving conflicts takes longer because of "cross-cultural misunderstandings, incorrect interpretations, and less accuracy in predicting how others who are different will react to a particular situation." However, this barrier fades over time as people gain cultural literacy. Resistance to change from those who have traditionally been in power.
37	<ul style="list-style-type: none"> Cross-cultural conflict may occur due to differences in cultural norms. Cultural clash: "conflict over basic values that occur between groups of people with different core identities." The more diverse an organization, the greater the potential for cultural clashes.
38	<ul style="list-style-type: none"> Reaction to cultural clashes can vary from hostility and defensiveness, to confusion, or increased awareness and pro-activity. "How cultural clashes are dealt with is a measure of how well the organization



includes diversity. What is important is how cultural clashes are handled. For instance, it is vital that any blame is directed at processes rather than at people. The mindset should be that the conflict needs to be resolved, people do not need to change."

137 *Steps to Achieving an Inclusive Workplace:*

- Establishing a foundation for building an inclusive workplace requires a long-term commitment, likely between 15-20 years (Thomas, 1991).
- Recognition that diversity will not be achieved until the next generation.
- Develop a vision for the future that incorporates the business case for diversity.

138 • Develop a vision that involves assessing core values of the organization by discarding some old core values and adopting new ones.

139 • Change in mindset is important in achieving diversity; connecting diversity to work (i.e. strategies, missions, business practices) (Thomas and Ely, 1996).
• Having a diversity champion at a high level allows a company to 'walk the talk.'

142 • Managers must be held accountable for ensuring that diversity and inclusivity are part of the organization. The best way to do this is to make accountability part of the reward system.
• Getting employee input is the best way for an organization to get an idea of what is actually happening within the organization and what the perceptions of different groups are. This requires collecting information on the organization's culture, such as: cultural values and norms, employment systems and management practices within the organization, and employee perspectives.

143 • Workforce demographics must be collected in order to determine "various diversity characteristics."

145 - • Information can be collected in various ways: reviewing corporate material,
146 analyzing various ceremonies and events put on by the company, recognizing the values embedded in written policies and practices, focus groups, one-on-one interviews, surveys, and questionnaires.

150 • Employee education and training to develop necessary cultural literacy. The focus should be on differences, not on past instances of discrimination. Different sets of employees (lower-level employees, managers, and supervisors) require skills training. When first embarking on diversity training, sessions should slowly be integrated into other training modules, and should not be mandatory. Instead, diversity training should be made to be seen as a key part of succeeding in the organization.



34. Wiethoff, C. (2004). Motivation to Learn and Diversity Training: Application of The Theory Of Planned Behaviour. *Human Resource Development Quarterly*. 15(3), 263- 278.

Abstract: Although training programs are an important component in most companies' diversity initiatives, little theoretical guidance is available for their implementation. This article proposes a model based on the theory of planned behaviour (TPB), which addresses the roles of attitude, subjective norms, and perceived behavioural control in motivation to learn from a diversity training program. The model suggests a number of hypotheses that could be tested to enhance our understanding of the motivation-to-learn construct. Additionally, the model provides practical advice for companies seeking to implement successful diversity training programs.

KEYWORDS: diversity training model; theory of planned behaviour; attitudes about diversity training

Page	Critical Point or Resource
264	<ul style="list-style-type: none"> • There is widespread recognition of the importance of diversity training, yet there are no theory-based models to explain the successes or failures of these programs. • How and why do commonly accepted pieces of knowledge (i.e. tying diversity initiatives to performance evaluations) work? • This article uses theory of planned behaviour (TPB) to explain why and how adult learners are motivated to learn diversity friendly behaviours • TPB: behavioural intentions are the main determinants of behaviour. Intentions are determined by three independent components: <ol style="list-style-type: none"> 1. Attitudes toward the behaviour <ul style="list-style-type: none"> • Beliefs about the outcomes associated with a behaviour, combined with the evaluation of those outcomes as positive or negative. 2. Subjective norms <ul style="list-style-type: none"> • An individual's perception of social support for or opposition to his/her performance of the behaviour 3. Perceived behavioural control <ul style="list-style-type: none"> • People's perception of the ease or difficulty of performing the behaviour
269 - 270	<p><i>Series of (untested) hypotheses based on TPB intentions:</i></p> <p>Attitudes toward attending diversity training:</p> <ul style="list-style-type: none"> • Hypothesis 1: Employees who believe in the efficacy of diversity training will report higher motivation to learn than will those with negative beliefs. • Hypothesis 2a: Employees who have experienced diversity related difficulties on the job will report higher motivation to learn than those who have not. • Hypothesis 2b: Employees who perceive their workplace as highly diverse will be more motivated to learn than those who do not. • Hypothesis 3a: Employees who perceive diversity training as developmental will be



more motivated to learn compared with those who do not.

- **Hypothesis 3b:** Employees who perceive rewards for diversity-friendly behaviours at work will report higher motivation to learn than those who do not.

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Subjective norms about attending diversity training:

- **Hypothesis 4:** Employees who believe that their immediate supervisor supports diversity training will report higher motivation to learn than will employees who do not.
- **Hypothesis 5:** Employees who believe that work groups support diversity training will report higher motivation to learn than will employees who do not perceive work group support.



35. Wilson, T. (1997). Diversity at Work: The Business Case for Diversity. Mississauga: John Wiley and Sons.

Abstract: A hands-on, practical guide to the why and how-to of striving for diversity and equity in the workplace. Includes sections on creating a fair employment system for all employees; accommodating and valuing difference; hiring and retaining the best-qualified person for the job; basing all recruiting, hiring, and promotion decisions on merit and equal opportunity; overcoming backlash associated with controversial affirmative action and employment equity legislation; successfully implementing a sound and effective diversity strategy in your organization; achieving bottom-line results. Best practices section includes Ernst and Young, Wellington Insurance Company (less than 200 employees); CASCO (corn miller), and IBM.

KEYWORDS: business case for diversity; hiring and retaining diverse employees; overcoming backlash; best practice case study examples

Page	Critical Point or Resource
13	<ul style="list-style-type: none"> Major consequence of ignoring diversity is related to productivity. "An organization ignoring diversity can expect to see reduced productivity as workers reduce discretionary effort." <ul style="list-style-type: none"> Especially relevant as service industry becomes more important. <p>Ignoring diversity leads to:</p> <ul style="list-style-type: none"> Increased competitive costs (i.e. workers will take more sick days, abuse short- and long-term disability programs) and increased litigation costs. Increased turnover and the associated costs to recruit, select, and train a good employee. Many organizations are structured around team-based decision-making: teams must work smoothly and team members must each participate fully.
14	<ul style="list-style-type: none"> "Diversity will also prove to be a major benefit in recruiting people from non-traditional environments. This will allow an organization to access innovative ideas that will contribute to future growth."
14 - 15	<p>Marketplace benefits:</p> <ul style="list-style-type: none"> Relate to customers' needs and, in turn, improve value of goods and services. Improved reputation of the business in marketplace. Globalization: differences in race, culture, etc. will improve future business opportunities.
15	<ul style="list-style-type: none"> Equality: ignoring differences and treating everyone equally. Equity: acknowledging difference and accommodating diverse needs.
57	<p><i>Four lessons to be learned from the failures of legislated fairness</i></p> <ol style="list-style-type: none"> "A diversity strategy must be linked to a business objective, not for the social and moral purpose of correcting past injustices."



2. There can be no preferential treatment of some groups.
3. The merit principle must be protected.
4. The diversity strategy cannot only numerically represent the external available work force.

84 *Three steps in linking diversity strategy to business plan:*

1. Establish key business objectives.
 2. Establish relevant diversity issues.
 3. Identify links between business objectives and diversity issues.
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