Managing
DIVERSITY
and INCLUSION
an INTERNATIONAL PERSPECTIVE

edited by

JAWAD SYED and MUSTAFA ÖZBILGIN

COMPANION WEBSITE

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Olivia Kyriakidou is Assistant Professor of Management and Organizational Behaviour in the Department of Business Administration at the Athens University of Economics and Business. Her current research interests are focused on the field of equality, diversity and inclusion at work from interdisciplinary, international and comparative perspectives. She is also interested in the remaking of the contemporary workspace with a special emphasis on social enterprises, organisational change, knowledge, innovation and creativity, and culture. More specifically, she studies the functioning of gender at work and the possibilities and impossibilities of organisational change.

Clifford Lewis is a licensed psychologist and human resource practitioner. He is currently pursuing doctoral studies at the School of Business and Management at Queen Mary University of London. His research interests are in equality and diversity within the leadership structures of organisations. His PhD research focuses on the ways under-represented groups in South Africa construct the concept of organisational leadership. Clifford holds several academic awards, including a Stellenbosch University Leadership Bursary, a Studentship from the Centre for Research in Equality and Diversity at Queen Mary University and an award for Best Paper that he received at the Conference on Equality, Diversity and Inclusion in Munich in 2014.

Hélène Mountford undertook her PhD in the department of marketing and management, Macquarie University, Sydney, where she now works in the Learning and Teaching Centre, and teaches human resource management and industrial relations at the University of Western Sydney. As an older worker, she was curious about the lack of literature at the time on why older workers retired early or could not gain employment when they wanted to. This has changed since the global financial crisis, but she still researches the need for changing human resource practices to employ and retain older workers. Before becoming an academic, Hélène was a journalist and a lawyer.

Peter A. Murray is an Associate Professor in Management at the University of Southern Queensland with previous affiliations at Macquarie University and University of Western Sydney. Peter is an applied researcher in strategic change and diversity management and lectures more broadly in strategic management, change management and human resource management. His most recent book is entitled *Contemporary Strategic Management: An Australasian Perspective* which was published in 2014. He is currently conducting applied research in local government and is a member of the Australian Centre for Sustainable Business Development and the Australian Human Resources Institute.

Jennifer M. O'Connor completed her Postgraduate Certificate in Research Methodology, School of Social Sciences, and her Bachelor of Arts Degree majoring in Psychology, Sociology and Human Movements both from the University of Queensland. She received commendation from the School of Social Science for outstanding performance and is currently employed

as a Research Assistant at the University of Queensland Business School. Her work involves research projects in the area of organisational behaviour and employee well-being, with research interests including physical, psychological, social and emotional well-being.

Nick Rumens is Professor of Organization Behaviour at Middlesex University London, UK. His research uses queer theory to examine lesbian, gay, bisexual and transgender (LGBT) sexualities, workplace friendships, intimacies and identities in organisation. He has published on these topics in journals, including *Human Relations*, *British Journal of Management*, *Organization*, and *Human Resource Management Journal*. He has also published a number of books, including *Queer Company: Friendship in the Work Lives of Gay Men* (Ashgate, 2011), *An Introduction to Critical Management Research* (Sage, 2008, co-authored with Mihaela Kelemen) and *Sexual Orientation at Work: International Issues and Perspectives* (Routledge, 2014, co-edited with Fiona Colgan).

Ahu Tatli is Reader in International Human Resource Management at Queen Mary University of London, UK. Her research explores intersectionality of disadvantage and privilege at work; inequality and discrimination in recruitment and employment; diversity management, agency and change in organisations. She has widely published in edited collections, practitioner and policy outlets and international peer-reviewed journals such as *Academy of Management Review*, *British Journal of Management*, *Canadian Journal of Administrative Sciences*, *European Journal of Industrial Relations*, *Entrepreneurship and Regional Development*, *International Business Review*, *Human Relations* and *International Journal of Management Reviews*.

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Foreword

Professor Stella Nkomo

The field of diversity management had its origins in the United States. Over the years the field developed with a focus on diversity issues within that country and the business interests of its organisations. The large body of knowledge developed during the past several decades evolved from an earlier focus on US employment discrimination and the need for theories and practices to overcome workplace exclusions based on race, gender, national origin, sexual orientation and physical ability. This was also the case for textbooks. A number of articles can be found critiquing the US-centric nature of diversity theory and practice. Despite the growing critique, it is only recently that scholars have begun to develop theoretical frameworks to guide thinking about how context, particularly national contexts, shape and influence questions of diversity and difference. It is so easy to be unaware of how one's own context, values, assumptions, and interests affect how we perceive and understand diversity. *Managing Diversity and Inclusion: An International Perspective* could not have come at a better time. In tandem with an increasing emphasis on the globalisation of organisations, products and services, there is a critical need for a book that will expand how students and managers alike understand diversity and inclusion beyond the context of the US. Multinational organisations have become a dominant feature across the globe and today they are not only US based. Thus, it is important to understand both intra-country and inter-country diversity issues.

It is clear from the chapters in this book that national context shapes not only the salience of particular categories of diversity but also policy and organisational practices. While issues of diversity in Europe are central to this book, it also provides valuable insight into other important national contexts ranging from the BRICS countries (Brazil, Russia, India, China and South Africa) to Poland, Greece and Australia. The contrasts between regions illuminates how historical, social, culture, economic and demographic factors influence diversity. For example, increasing immigration in European countries, particularly immigrant populations from former colonies, underscores the lingering effects of colonialism on current diversity issues and tensions. New immigrants are not finding a warm welcome despite labour force shortages due to ageing populations in

many European countries. Debates also exist about the national status of ethnic minorities who are native born citizens. The book's inclusion of BRICS countries provides additional insight into the contextual effects on diversity. As transitional economies, issues of diversity, difference and inclusion are closely linked to aspirations for economic transformation. There is a strong desire by emerging market countries like India, Brazil and South Africa to ensure economic transformation which also contributes to a reduction in poverty and inequality. The magnitude of demographic diversity in BRICS countries presents complex ethnic, race, gender and class dilemmas with significant implications for doing business in these countries. For example, South Africa's focus on transforming the country from legislated racial segregation and deeply embedded patriarchy has resulted in robust legislation for preventing discrimination and ensuring economic empowerment for the black majority population and women. All companies wishing to do business in the country are subject to these laws and have to learn quickly how to navigate the lingering effects of historical racial and ethnic faultlines.

In writing an international text that seeks to overcome universalism, it is sometimes easy to over-particularise the unique aspects of diversity in different countries. The authors deftly avoid this by illuminating the macro-economic and historical forces that determine salient diversity dimensions in different countries. This approach provides a valuable lens for understanding why diversity and organisational practices differ across the globe. Further, students will recognise diversity issues are not fixed in time but evolve as the context changes. The cases in each chapter contain complex contemporary diversity issues ranging from religion in the workplace to intersectionality challenges. They provide an opportunity for students to consider how managers and leaders should approach difficult diversity issues. The chapters are written by prominent scholars in the field ensuring that students and other readers will have access to the most current knowledge and debates.

I believe *Managing Diversity and Inclusion: An International Perspective* will be a valuable resource for acquiring a different perspective on diversity and inclusion. Moreover, its critical and analytical treatment of the dominant theories of diversity provides an opportunity to seriously ponder their applicability in different contexts. The book is a welcome volume for those of us who teach diversity in regions of the world featured in the text. It is also an important resource for those in the US who teach international human resource management courses. *Managing Diversity and Inclusion: An International Perspective* will help students gain a much needed comparative understanding of diversity and its management.

Professor Stella Nkomo
University of Pretoria, South Africa

Acknowledgements

Guided tour of the book

Intended learning outcomes

After reading this chapter, you will be able to:

- Understand the guiding concepts in a psychological and sociological study of diversity
- Discuss the major debates in social science concerning the study of diversity
- Explore some theoretical building blocks, such as prejudice and discrimination
- Define targets of prejudice and discrimination and understand the effects of prejudice
- Explain the dominant theoretical paradigms utilised by scholars to understand diversity in organisations
- Describe the cultural diversity discourse and practices in Greece
- Identify good practices directed at organisations and policy makers

Introduction

The study of diversity has a long history encompassing a variety of perspectives, philosophical assumptions and prescriptions. As with most areas of theoretical endeavour it is not without controversy. There has been much debate over the years about the possibilities and practices of 'effective' diversity management, the import of diversity to organisational functioning, the links with power in organisational settings,

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interaction, and we are given meanings and values for these categories by our social institutions, peers and families. What we learn depends on the culture in which we live as well as on our place within that culture. Further, how we are defined by our culture often determines how we experience our social world. As W.I. Thomas noted, if we 'define situations as real, they are real in their consequences' (1966: 301). For example, when we define one group as inferior to another, this does not make that group inferior, yet it may result in them being experienced as inferior. To illustrate this, consider the vicious cycle that results from the assignment of substandard resources to people who are poor. For example, low-income housing is generally located in geographic areas that lack quality resources such as good state schools and access to adequate health care. Lacking such quality resources results in further social disadvantage, which can perpetuate the poverty of this group. Thus, although reality is initially soft as it is constructed, it can become hard in its effects.

Discussion activity 1.1

Can you provide examples of how privilege and disadvantage concerning race, or gender, or any other system of advantage and disadvantage, have been socially constructed in your culture?

Intended learning outcomes

Each chapter starts by setting out clearly what key information you should soon understand, so you can easily track your progress.

Discussion activities

These activities are designed to get you to think about key issues and interesting scenarios, and will hopefully provoke constructive debates between you and your classmates.

increasingly take on masculine roles there will be substantial change in gender stereo-
types. However, the converse may also occur: as a traditionally male role becomes
increasingly occupied by women, that role may become less valued. Finally, we should
not lose sight of the fact that in general men still have more socio-political power than
women to define the relative status of different roles in society. Not surprisingly, women
can find it difficult to gain access to higher-status masculine roles – a phenomenon
called the 'glass ceiling'. One explanation is that male prejudice, or backlash against
women with power, constructs the glass ceiling (Rudman and Glick, 2001). Again,
either sex can hit a glass ceiling if gender stereotypes are inconsistent with the organ-
isation's norms. For example, Young and James (2001) found that male flight attendants
hit a glass ceiling because, to put it simply, stereotypes about men prevent people from
expecting men to make 'good' flight attendants – male stereotypes block promotion.

Organisational insight 1.1

Addressing prejudice at Weyerhaeuser

For Weyerhaeuser, one of the world's largest forest products companies, ensur-
ing an environment that is truly diverse and inclusive is a top priority. So when
the company made the important decision to look into combating prejudice

(Continued)

Organisational insights

These boxes provide examples of how companies
and organisations confront diversity issues in a
huge variety of ways, sometimes successfully and
sometimes generating problems.

Summary and recommendations

This chapter has sought to highlight some of the key tensions and paradoxes in the
management of diversity in organisations overtime and across different geographies.
We have identified three prevalent organisational models or paradigms to diversity
management for organisations. The discrimination-and-fairness paradigm, linked to the
Civil Rights Movement in the US, ensures equitable recruitment, retention and support
structures for minority groups. The access-and-legitimacy paradigm focused on how
organisations can increase business profitability through effectively leveraging and
aligning minority demographics with clients, products and markets. The contemporary
learning-and-effectiveness paradigm focuses on integrating diversity into all aspects of
business performance, and measuring progress against multiple organisational metrics.
  In this chapter, we have also identified two approaches to diversity management
and linked these to legislative demands at the national and supra-national level. The
liberal approach to diversity is recognised for increasing the representation of certain
minority groups in the workforce, particularly further down within the organisational
hierarchy. EU non-discrimination law, for example, upholds liberal approaches to
diversity management as it supports a meritocratic culture and, therefore, demands
that employers act fairly in all employment issues. However, we have argued that,
despite best practice policies and procedures, the liberal approach fails to contend
with the underlying processes of discrimination and bias within organisational cul-
tures. On the other hand, we argue that a radical approach, which focuses on targets
and quotas, provides better equality outcomes, specifically in the representation of
minority groups in senior positions, which can have a positive spillover effect further
down within organisations. The US has more radical legislation in place than in the
EU to deal with discrimination. Affirmative action has arguably been one of the most
effective ways to redress employment injustices suffered by minority groups. An inde-
pendent federal agency promotes equal opportunities in employment through
administrative and judicial enforcement of federal civil rights laws, education and

Summary and recommendations

These sections at the end of each chapter
summarise the content and outline the key
lessons to which readers and organisations
should pay attention.

Discussion questions

1. Compare and contrast the four major debates outlined in the chapter, i.e.
   essentialism versus social constructionism, universalism versus cultural
   relativism, reductionism versus complexity, and identity versus coalition
   politics. How does each debate contribute to our understanding of diversity
   issues in organisations? How can these debates be used by management
   in order to develop policies for diversity management?
2. As a manager, how would you address the challenges faced by minority
   employees?
3. What is the glass ceiling and why do you think it has proved to be such a
   barrier to women and minorities?
4. Have you been associated with an organisation that made assumptions
   associated with a monolithic orientation? Describe the culture.
5. How would you apply social identity theory, embedded intergroup theory and
   demography approaches in preparing an organisation to accept diversity?
6. How might critical and postmodern approaches contribute to the advance-
   ment of women and minorities to higher-level positions in an organisation?
7. As a manager, how would you accommodate the special needs of different
   groups – such as single parents, older workers, or employees with poor
   English language skills – without appearing to show favouritism?
8. Have you ever tried to team up with people from a racial/ethnic, class, religious,
   etc., background very different from your own? What happened? If you have
   not had such an experience, why do you think that was? How can the theo-
   retical approaches in this chapter help you reflect further on that experience?
9. What knowledge or skills would you need to be able to take action
   against an instance of racism? How could the theories presented in this
   chapter enable you to take action against racism?

(Continued)

Discussion questions

Pull your learning from the chapter together
to determine how you think the scenarios and
conundrums presented in these questions
should be dealt with.

CASE STUDY

Multi-level experiences of Pakistani women in the workplace

Considering the limitations of the equal opportunity approach, it can be argued
that the approach ignores the significant societal- and individual-level factors that
exist beyond the organisational level but at the same time impose imperative
effects on organisational practices and the effectiveness of diversity management
(Syed and Murray, 2009). As mentioned earlier in this chapter, the mainstream
single level of diversity management with an emphasis on law and legislation fails
to develop a comprehensive understanding of an array of factors influencing
gender equality at the workplace. A multi-level framework as suggested by Syed
and Özbilgin (2009) would be of paramount importance in filling this gap. This
chapter will therefore explore Ali's (2013) paper as a case study for the discussion
of a multi-level perspective on equal employment opportunity for women in
organisations, and its presentation of the framework in Pakistan. Ali carried out

(Continued)

Case studies

Each chapter covers a major diversity issue in
depth in its case studies, so you can get a full
picture of the various nuances of the situation.

Further reading

Feminist Review, www.feminist-review.com
Johnson, A.G. 2005. *Privilege, power, and difference*, 2nd edition. Boston: McGraw-Hill.
Making diversity count, www.adl.org/education/mdc
McMahon, A.M. 2006. *Responses to diversity: Approaches and initiatives*. Retrieved March 13, 2014, from www.shrm.org/hrresources/whitepapers_published/CMS_017028.asp
Mor Barak, M. 2005. *Managing diversity: Toward a globally inclusive workplace*. Thousand Oaks, CA: Sage Publications.
What does it mean to be white? The invisible whiteness of being [VHS & DVD, 60 min.], Microtraining Associates, www.emicrotraining.com

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Allport, G.W. 1954. *The nature of prejudice*. Reading, MA: Addison-Wesley.
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Further reading

This section highlights books and articles that will help to broaden your understanding of that chapter.

References

A wealth of further reading material is available here, as all the sources that have collectively informed the writing of the chapter are gathered in one place.

Companion website

In addition to the wealth of information and activities contained in this book, further useful resources for both lecturers and students are available from the companion website. Simply head to http://study.sagepub.com/syed to discover the following resources:

- Instructor's Manual containing key points and indicative answers to questions in each chapter
- Videos of the contributors discussing their research and chapters
- Links to useful websites relevant to each chapter
- Access to SAGE journal articles cited in the book
- PowerPoint slides for instructors.

List of figures and tables

Figures

Tables