The background of the book cover features a collage of images. At the top, there are silhouettes of four people walking from left to right against a warm, orange and red sky. Below this, the title is set against a dark horizontal band. The lower half of the cover has a textured, reddish-brown background. In the bottom left corner, there is a large, stylized orange gear. Two white rectangular boxes with red borders are positioned at the bottom left, one above the other.

# UNDERSTANDING DIVERSITY

Readings, Cases, and Exercises

CAROL HARVEY

M. JUNE ALLARD

# UNDERSTANDING DIVERSITY

---

READINGS, CASES, AND EXERCISES

**Carol P. Harvey**

*Assumption College*

**M. June Allard**

*Worcester State College*



Cover and Text Design: Initial Graphic Systems, Inc.  
Electronic Production Manager: Eric Jorgensen  
Publishing Services: Interactive Production Services  
Electronic Page Makeup: Interactive Composition Corporation  
Printer and Binder: R.R. Donnelley Crawfordsville  
Cover Printer: Coral Graphic Services, Inc.

Understanding Diversity: Readings, Cases, and Exercises

Copyright © 1995 by HarperCollins College Publishers

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address HarperCollins College Publishers, 10 East 53rd Street, New York, NY 10022.

Library of Congress Cataloging-in-Publication Data

Harvey, Carol P.

Understanding diversity : readings, cases and exercises / Carol P.

Harvey and M. June Allard.

p. cm.

Includes bibliographical references and index.

ISBN 0-673-46996-4 : \$20.00

1. Minorities—Employment—United States. 2. Multiculturalism—United States. 3. Personnel management—United States.

I. Allard, M. June. II. Title.

HF5549.5.M5H37 1995

658.3'041—dc20

94-26136

CIP

95 96 97 9 8 7 6 5 4 3 2

**To those who have suffered because of their differences and to those  
who have helped us to understand their differences.**

# P R E F A C E

---

Recent changes in the demographic composition of the workforce, the influence of new values and lifestyles, the shift to a global rather than a national marketplace, and the emphasis on team rather than individual management models has made understanding how to work with and manage diverse workers a strategic imperative. This book presents an anthology of readings, cases, and exercises that are designed to help individuals examine their own perspectives on diversity and improve their understanding of how organizations must change in order to manage effectively in the twenty-first century.

*Understanding Diversity: Readings, Cases, and Exercises* can be used in three different ways. First, in an introductory management of diversity course, this book can either be used alone as a reader and source of applied and skill building activities or in conjunction with a theoretical text. Second, in organizational behavior, human resource, or organizational change courses, this book can supplement the basic text when the instructor wants to provide the students with a diversity perspective by adding selected readings, cases, and exercises to the course material. Third, this book can be used as a source of basic workplace training material for consulting work in organizations.

## OBJECTIVES OF THIS BOOK

1. *To meet the needs of both students and faculty for readings, cases, and experiential material to use in classes that involve issues of workforce diversity.*



We found that after several years of teaching a course in workforce diversity, we are still unable to find a book that our students like, that we feel addresses both the important cultural and workforce issues, that presents diversity from multiple perspectives, and that includes cases and exercises suitable for the college classroom. Although some books present theoretical perspectives, there is yet no universally accepted paradigm for understanding diversity. Other books are narrow in scope and focus primarily on one type of diversity such as race or gender and ignore too many others, like sexual orientation, that affect working relationships.

Although most of these books have some merit, our experience in using them in the classroom is that they leave a void. Consequently, we find ourselves and many of the colleagues whom we surveyed, supplementing these texts with many handouts from a variety of sources.

As we studied the sample syllabi sent to us by experienced instructors, we discovered that although many of them used a core of common reading materials, there were great differences in their theoretical perspectives and consequently in how they structured their courses. This is understandable because workforce diversity is an emerging field without a commonly accepted theoretical basis.

However, in the syllabi a strong preference is evident for the use of experienced-based models of learning. This makes sense to us because understanding diversity involves systemic changes in the way individuals think, groups interact, and organizations manage. Consequently, the most effective teaching and learning about diversity requires an experiential component as part of the learning process.

*2. To present students with multiple perspectives and viewpoints on understanding diversity.*

Because diversity is such a complex, developing, and multifaceted topic, we think that students need to read works by many researchers, scholars, and practitioners who have specialized in particular aspects of this subject. To truly understand diversity, it is as important to understand the perspective and contribution of the white male as it is of the physically challenged female, etc. As a result, we feel that there is a need to combine together in one volume some of the more popular writings on diversity with some newer unpublished material developed by those who teach and train in this area.

In addition, our work in this area has led us to the conclusion that many of the roots of understanding diversity lie within the social sciences. Although diversity is a major issue in business today, social scientists have been researching and working in this field for quite some time. Through classroom experience, we learned that beginning the study with a basic understanding of cultural differences provides a foundation for understanding the need for organizational change to meet the needs of the new workforce.

*3. To provide a highly readable anthology that allows instructors flexibility in utilizing material in the most effective format for their courses.*

Consequently, we have chosen material written in the student voice rather than in the researcher's. There are many books on the market that can be used in conjunction with this book to provide additional theoretical perspectives. In addi-



tion, since college classes vary in size, length of time, and student composition, we have attempted to accommodate these variations by including material appropriate for different situations. We have chosen a mixture of experiential material that is adaptable for small groups as well as for larger classes, and exercises that can take 5–10 minutes of a 50 minute class as well as more complex exercises that require a two-and-a-half to a three-hour block of time. Another consideration is that group dynamics are different based on class composition, so we have chosen to include exercises that are suitable for different situations. Details on the use of the exercises are provided in the instructor's manual.

## ORGANIZATION OF THE BOOK

The material for this book is divided into readings, cases, and exercises that progress from a macro to a micro level. We have purposefully separated readings from cases and exercises so that the instructor may structure the course according to his/her needs and teaching style.

Chapter One begins with a definition of the meaning of diversity, a discussion of cultural differences, and an exploration of theoretical models. The accompanying readings consider diversity from a broad cultural perspective. They were selected to give the reader a foundation from which to explore the macro influences on his/her own perceptions that cut across individual differences in gender, race, ethnicity, and other dimensions of diversity.

Chapter Two focuses on the implications of managing differences at the organizational level. The articles in this part were chosen to explain the differences between Equal Employment Opportunity/Affirmative Action legislation and valuing differences as a strategic imperative.

Chapter Three features readings about groups that represent unchangeable aspects of diversity: gender, race/ethnicity, physical challenge, and sexual orientation. Because of space constraints, it was not possible to explore all dimensions of diversity in the readings. Our coverage of other important but more changeable aspects of differences such as age, religion, social class, marital status, and physical appearance, etc. are included in the cases and exercises that supplement the readings.

Chapters Four and Five are the applied section of this book and contain the cases and exercises. These sections bring issues of difference down to the micro level by requiring the individual student to participate more actively in his/her own learning process.

The cases in Chapter Four, the majority of which are from clearly identified real companies, allow students to apply material from the readings to deal with the diversity problems that are becoming a part of today's management experience. Many of the cases address multiple issues from the readings such as understanding individual differences, stereotypes, Equal Employment Opportunity/Affirmative Action, organizational change, managing diversity, and aspects of individual differences.

The exercises in Chapter Five are designed to help students progress from simply acquiring information about differences, to understanding the sources of their perspectives, to applying this learning to improve their understanding of the impact of working and managing in a diverse workplace.



This book is accompanied by an instructor's manual that explains how the readings, cases, and exercises can be selected and scheduled. It provides details on the key points of each reading, answers to all discussion and case questions, detailed guidelines for the administration and use of each exercise, and sources of supplementary reading and video material.

*Understanding Diversity: Readings, Cases, and Exercises* was written to meet the need for easily accessible readings and experiential material for college level business courses involving issues of diversity. The intention is to provide an anthology of foundational readings and a selection of cases and exercises that will allow the instructor flexibility in assigning material according to the structure and theoretical orientation of the course. It should be noted that many of the articles in this text are classics that do not use inclusive language; however, they are included here as originally written.

## ACKNOWLEDGMENTS

This book benefits from the contributions and efforts of many people. First and foremost, we wish to thank all of the contributing authors for sharing their expertise. Without them, this book would not be possible.

We are grateful to our reviewers for their many thoughtful comments and constructive suggestions that improved both the text and the Instructor's Manual. Our thanks to Karen Golden-Biddle, Emory University, Kathleen Powers, Willamette University (Salem, OR), Marilyn Harris, Central Michigan University, Sandra Johnson, University of Minnesota, Saroj Parasuraman, Drexel University, Laverne Hairston Higgins, University of Oregon, Sonja Delgado, New York City Diversity Consultant, and Ellen Ernst Kossek, Michigan State University.

In addition we wish to thank our colleagues who so generously shared syllabi, reading lists, and suggested articles for inclusion.

It has been a privilege to work with the publishing staff at HarperCollins. We are particularly indebted to Mike Roche, Executive Editor, Lois Lombardo, Freelance Project Manager, Eric Jorgensen, Electronic Production Manager, Melissa Rosati, Management Editor, for her vision, guidance, and support of this project, and Pamela Wilkie, Editorial Assistant.

Each of us wishes to thank our academic institutions for their support and encouragement. They provided us with a sabbatical, a grant for reduced workload, resources, and facilities. We also want to thank Pamela McKay of the Worcester State College Library, Priscilla Berthiaume, Jean Hayes, and Larry Spongberg of the Assumption College Library, and Janet Lambert of the Business Studies Department of the Assumption College for their assistance.

Let us also extend our thanks to Francis Harvey Jr. for his continuing support, to David and Kevin Harvey, Joseph Dunn, and the workstudy students at Assumption College for proofreading the manuscript and especially to Carmella Murphy for her technical assistance in compiling the manuscript.

Carol P. Harvey

M. June Allard



# C O N T E N T S

---

Preface xiii

Chapter One  
On Culture and Diversity 1

Body Ritual Among the Nacirema 11  
Horace Miner

A World View of Cultural Diversity 16  
Thomas Sowell

How Stereotypes Influence Opinions About Individuals 27  
Gregory Sawin

Mental Maps 30

Understanding Cultural Diversity 32  
Miquela Rivera

Chapter Two  
On Organizations and Diversity 37

Distinguishing Difference and Conflict 44  
Carole G. Parker



From Affirmative Action to Affirming Diversity 48

R. Roosevelt Thomas, Jr.

Managing Cultural Diversity: Implications for Organizational Competitiveness 64

Taylor H. Cox and Stacey Blake

Moving Forward on Reverse Discrimination 80

Nancy Kubasek and Andrea M. Giapetro

Many Minorities Feel Torn by Experience of Affirmative Action 88

Sonia L. Nazario

Equal Employment Responsibilities of Multinational Corporations 94

Patricia Feltes, Robert K. Robinson, and Ross L. Fink

Xerox Makes It Work 101

Bruce D. Butterfield

Chapter Three

On the Dimensions of Diversity 107

The Job Makes the Person 111

Rosabeth Moss Kanter

Why Women Aren't Making It to the Top 118

Liz Roman Gallese

Do Women Make Better Managers? 125

Mary Billard

White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies 130

Peggy McIntosh

Aspirations and Apprehension: Employees with Disabilities 140

Bonnie L. Prince

Situating Sexual Orientation on the Diversity Agenda: Recent Legal, Social, and Economic Developments 149

Gerald Hunt



Chapter Four  
On Experiencing Diversity: Cases 159

“Ticket Agent Fired over Makeup Policy”: Continental Airline’s  
Appearance Standards Policy 163  
William C. Sadd

Al the Joker 168  
Robert P. Crowner and Jeannette Pryciak

Briarwood Industries 171  
Carol P. Harvey

Freida Mae Jones: Racism in Organizations 174  
Martin R. Moser

The Emanuel Company 178  
Carole Copeland Thomas

General Dynamics in the Navajo Nation 186  
Fairlee E. Winfield

Mail Management Systems: The Karin Hazam Case 199  
Becky DiBiasio

The Cracker Barrel Restaurants 204  
John Howard

Mobil Oil Corporation 212  
Eileen Hogan

Chapter Five  
On Experiencing Diversity: Exercises 223

I AM. . . 227  
M. June Allard

What Is Your Workforce IQ?: American Version 228  
Carol P. Harvey



**x CONTENTS**

**What Is Your Workforce IQ?: Canadian Version 229**

Gerald Hunt

**Exploring Diversity on Your Campus 230**

Herbert Bromberg and Carol P. Harvey

**Increasing Multicultural Understanding: Uncovering Stereotypes 232**

John Bowman

**Invisible Volleyball Game 235**

Barton Kunstler

**Women and Work Opinion Questionnaire 240**

Gerald D. Klein

**Is This Sexual Harassment? 242**

Carol P. Harvey

**Cultural-Diversity Quiz: How's Your "Cultural IQ"? 245**

Sondra B. Thiederman

**Private Industry on American Indian Reservations: Test of Management Knowledge in the Traditional Navajo American Indian Culture 248**

Fairlee E. Winfield

**Creating Your Own Culture 252**

Art Shriberg

**Musical Chairs 255**

M. June Allard

**The Older Worker 257**

Stella M. Nkomo, Myron D. Fottler, and R. Bruce McAfee

**Transcendus Exercise 260**

Carole G. Parker and Donald C. Klein

**Gender and Participation: An Exploration of Differences 263**

Joan V. Gallos

**The In-Basket Dilemma 268**

Alice L. O'Neill



Multicultural Negotiations Exercise    274  
    Egidio A. Diodati

Create an Exercise    278  
    M. June Allard

Index    281

C H A P T E R

---

# ONE

On Culture and Diversity





*Americans eat oysters but not snails. The French eat snails but not locusts. The Zulus eat locusts but not fish. The Jews eat fish but not pork. The Hindus eat pork but not beef. The Russians eat beef but not snakes. The Chinese eat snakes but not people. The Jalé of New Guinea find people delicious.*<sup>1</sup>

What a menu it takes to feed the world! The charming diversity of practices cited by sociologist Robertson is not limited to cafeteria choices, however. It is echoed across a multitude of other behaviors and beliefs as well.

Popular belief once viewed America as the melting pot for diversity. But even on this there is diversity of opinion: there are those who argue that the melting pot only existed outside the organization gates while inside the white male culture dominated. Still others argue that there never was a melting pot at all.

There *never* was a melting pot; there is not *now* a melting pot; there never will *be* a melting pot; and if there ever was, it would be such a tasteless soup that we would have to go back and start all over!<sup>2</sup>

In any event, the melting pot concept in America is itself melting away. Where once we talked of acculturation, today we talk of accommodation and even of appreciation. No longer do we think in terms of assimilation; instead we think of “managing” diversity.

Just what is diversity? There is no easy answer because there is no real consensus of usage. For some it refers to racial, ethnic, and gender differences, and for others it includes a much broader range of differences among people.

In this book, we have consciously defined diversity very broadly to include the multitude of social, cultural, physical, and environmental differences among people that affect the way they behave. Diversity for us includes race, ethnicity, gender, physical abilities, sexual orientation, age, and many other dimensions.

We are in accord with Loden and Rosener who see it as “. . . this vast array of physical and cultural differences that constitute the spectrum of human diversity,”<sup>3</sup> and with R. Roosevelt Thomas “. . . I mean the whole nature of the modern workforce—in terms of age, educational differences, background, language, nationality, and a multitude of other factors.”<sup>4</sup>

To better grasp the breadth and complexity of diversity, it is helpful to view it through the eyes of the social modelers.

## **DIVERSITY MODELS**

Diversity models are like snapshots taken from different angles and distances and at different times. We have found no single comprehensive model of diversity, no single picture or perspective, that adequately depicts its multifaceted character.

Diversity models differ in focus and scope. For purposes of discussion, we have clustered the models into three groups: those that focus on the individual, those concerned with the process of developing sensitivity, and those centering on the organization.



Models of the Individual

A sample of models that concentrate mainly on the individual is shown in Figure 1.1. In spite of differences in focus among them, all these models provide still pictures; they describe static aspects of diversity.

Type	Focus	Theorists
Static	Individuals: dimensions on which they differ from each other	Loden and Rosener
Static	Individuals: major group memberships	Szapocznik and Kurtines
Static	Individuals: incompatible cultural values	Rivera

Figure 1.1 Diversity models centering on the individual.

Some of the social modelers examine the principal ways in which individuals differ from each other. Loden and Rosener, for example, distinguish between primary dimensions, that is, characteristics of people that do not change, and secondary characteristics, that is, dimensions that can change. Figure 1.2 displays the relationship between the central or primary characteristics and those that are secondary in nature.<sup>5</sup>

Szapocznik and Kurtines also focus on the individual, but from a broader perspective. Theirs is a panoramic photograph that depicts the individual within a family embedded within an environment comprised of diverse cultures. This model recognizes that the individual faces the pulls of diverse generations as well as the pulls of a diverse nonfamilial environment.<sup>6</sup>

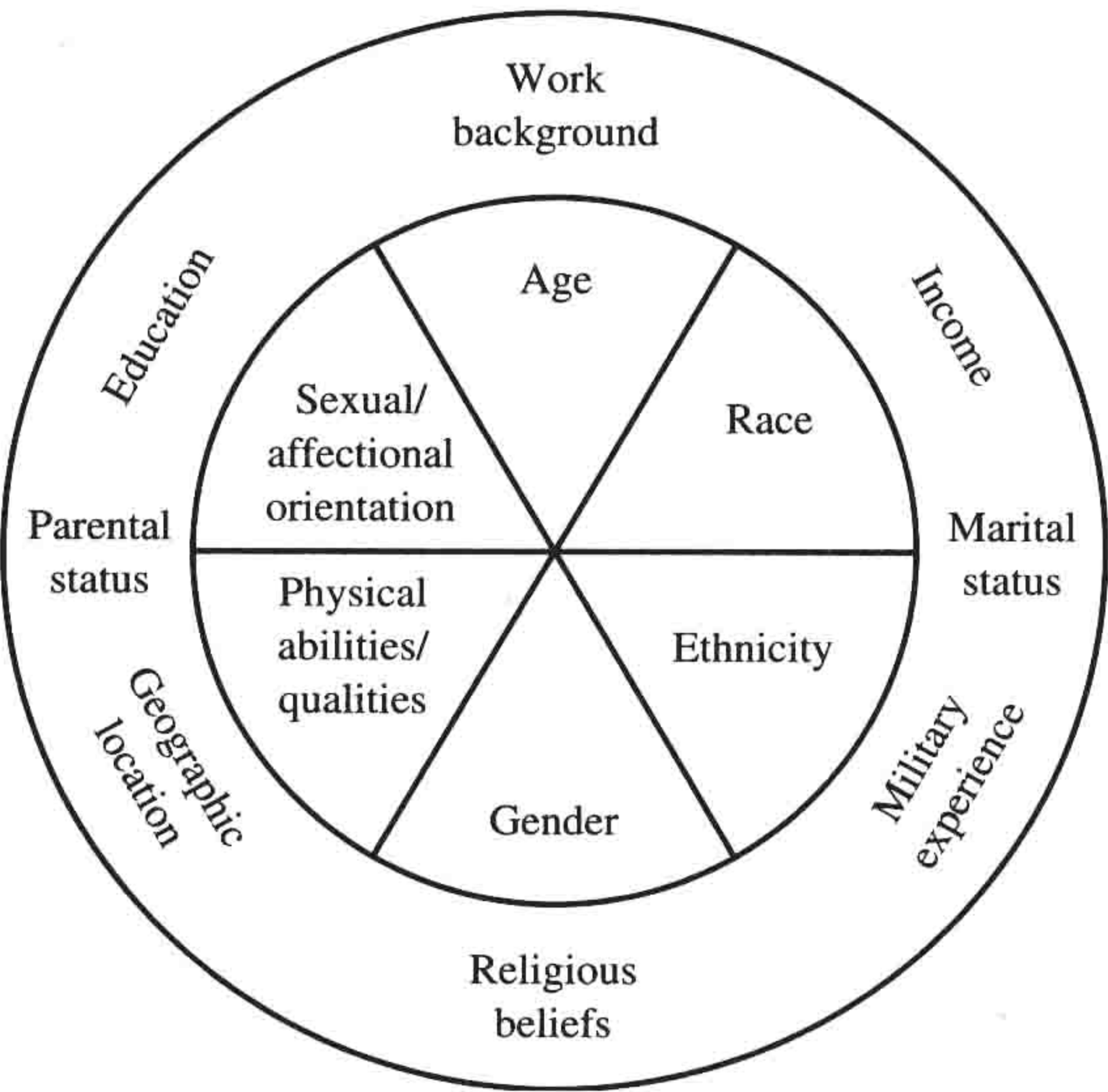


Figure 1.2 Primary and secondary dimensions of diversity.

Source: Marilyn Loden and Judy Rosener. *Workforce America! Managing Employee Diversity as a Vital Resource*. Copyright © 1991 by Irwin: Business One. Reprinted with permission from Richard D. Irwin, Inc.