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Diversity Programs: Learning and Effectiveness as Viewed Through the Eyes of the Diverse

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DIVERSITY PROGRAMS: LEARNING AND EFFECTIVENESS AS VIEWED THROUGH
THE EYES OF THE DIVERSE

by

SUSAN MICHELLE COX

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word
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for the degree of

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S. Michelle Cox, PhD

DIVERSITY PROGRAMS: LEARNING AND EFFECTIVENESS AS VIEWED THROUGH THE EYES OF THE DIVERSE

Susan Michelle Cox, PhD

University of the Incarnate Word 2014

This research examines corporate diversity programs and initiatives from the perspective of the self-described diverse employee because they are intended to be the recipient of the benefits of diversity programs and initiatives. The research question is: In what ways have self-described diverse employees found that the diversity programs in their workplaces helped or hindered others in relating to them in ways that recognize their knowledge, skills, and abilities and allow them to be treated with respect and civility. To obtain information about the research question, a qualitative study using basic interpretive methodology was used which included face to face personal interviews with individuals who volunteered to share their perceptions of how they have been treated in the workplace because of their differences perceived by others. The ten interviewees were identified using convenience and then snowball sampling which was initiated through social media. The data collected was analyzed utilizing message units which had a rich point. The major finding is that the respondents do not identify themselves as diverse based on Equal Employment Opportunity Commission definitions. While others used external factors to define the participants, the diverse employee felt like the *other* based on culture in the workplace, energy versus apathy, politics in the workplace, and a hiring manager granting an opportunity. These themes are not the predominant way that companies view diversity in their organization; however, this research suggests that they should consider changing their processes.

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Chapter I: Introduction to Diversity

Context of the Study

It was once believed that people had to learn to distinguish between themselves and others through interactions in their home, school, faith, and community. However, the Infant Cognition Center Yale University (2012) has found that infants have a perceptive ability to differentiate in-groups and out-groups. This ability has been demonstrated at a very young age. This recognition helps them to define themselves as compared to others. This is part of an evolutionary pattern for humans and animals that has helped in survival of the species. This definition of *other* has an impact throughout life and will be used throughout this dissertation. An article by Hamlin, Wynn, and Bloom (2010), researchers at the center, discussed that “infants distinguish and prefer particular others based on physical characteristics and familiar group status ... distinguishing those who behave prosocially versus antisocially, and avoiding the antisocial, is a skill essential to survival in the social world” (p. 923). This unconscious action of distinguishing continues throughout our lives; it is through learning that we understand how to critically think about our actions which may affect others in relation to those thoughts.

Part of distinguishing between different groups, as we engage in different social arenas of our lives, is the analysis of who holds the power. In the workplace, power is usually formalized in the leadership positions of the organization. Ely and Thomas (2001) summarized,

in Western society, men as a group are more powerful ... than women as a group; ... whites are more powerful than people of color; Christians are more powerful than Jews; presumed heterosexuals are more powerful than gays, lesbians, and bisexuals; and the middle, upper-middle, and upper classes are more powerful than the working and lower classes. (p. 231)

They continue to discuss the way people perceive their status at work will influence their “expectations and behaviors” (p. 231).

Most people in the United States must work to pay their bills and provide for their families. They do this by leaving their family and going to a place where many different people work together on tasks for the organization's goals. Most people want to be surrounded by people with whom they feel comfortable. Some people are challenged by the variety of people in the workplace, based on the large number of workplace lawsuits filed each year. Many spend time interacting with people in their workplace who may be very different than the environment of their families, especially when the use of mobile devices to interact with clients and customers is counted as a part of work time. Research completed by the Society for Human Resource Management (2011) found that 97% of the respondents who utilize mobile devices worked even when they were on vacation. With so much time spent working, people need to feel comfortable in their business environment.

The United States Department of Labor Office of Disability Employment Policy, and the Women's Bureau, share an interest in helping diversify the workplace, and have released a *Workplace Flexibility Toolkit* (U.S. Small Business Administration, 2014). Employers now have the ability to design work in different ways to meet the needs of the business and the worker. Part of the design has to be that the worker feels comfortable in the interactions with other workers. Because of this flexibility of design, the way which work can be performed is more varied than in the past. Another group which performs research and holds conferences about diversity is the Society for Human Resource Management. Their annual conference was held in San Francisco, California, in 2013, which drew a very large audience as companies' wrestle with getting the work completed in an efficient and effective way while attempting to make employees feel valued.

However, while all of this discussion is occurring about ways to get work done, and being inclusive, one controversial decision about work at home re-emphasizes the need to examine all perspectives with new mental models. Yahoo gave their 14,000 plus employees until June 2013 to return to a traditional office environment to perform their work, without regard to the different types of work which were being done in a telecommute environment. In quotes from Yahoo communications published by Swisher (2013), the company explained, “We need to be one Yahoo!, and that starts with physically being together.” This is based on a traditional model of work which requires people to be in physical proximity for communication. There is no one correct answer for every job, and every company. As such, decision makers may need to be more flexible as they make decisions.

Many companies break up work into organizational units/groups/teams to focus on problem solving, decision making, customer interaction, and work delivery. As organizations become more complex, cross-functional teams are built to “tackle existing challenges” and “are considered engines of innovation and creativity” (Society for Human Resource Management, 2009, p. 1). These groups may then be subdivided into teams for tasks or projects to implement the work needed from the decisions made by leadership. These teams/groups require even more personal interaction to complete the work tasks. The study of the interaction between individuals, teams, and the organizational implications are the basis for organizational psychology.

The Society for Human Resource Management (2009) studied how team-based organizations have developed over 10 years of research, including virtual teams. To prepare leaders and managers for teams and groups, most schools have classes to help students understand team and group dynamics. Organization Development curricula usually include such classes as a requirement. It is important for employees and leadership to recognize people on the

teams, the team themselves, and the organization as a whole all are influenced by context (Society for Human Resource Management, 2009). The different contexts are items which make each participant of the team potentially diverse. The culture at any level in an organization can define who “fits” versus who is the other. As such, people can feel discomfort if the interactions are not well thought through.

Workers contribute to the success of the business and are an important asset. Utilization of technology, in the workplace, is used to assist employees with flexibility of work and connection to other members of the team whether they are in the same building, or at another site around the globe. There are contrasting opinions about whether technology brings workers together or is a cause of separation. However, as companies try to retain employees, more employers are offering different work options that are utilizing technology. For some teams composed of geographically dispersed employees, the communication facilitated through technology allows people to work together in ways which may be more productive than when the culturally diverse people are working in the same location. Through the utilization of technology, the focus can be on the work, not on the differences between the workers. However, losing the personal interaction may impact trust or cohesion between team members.

People of diverse “age, race, and culture” (Society for Human Resource Management, 2009, p. 2) continue to increase in companies. Numerous studies have shown that leading people so that a company effectively utilizes the gifts of each person as the demographics of the workforce change is the diversity challenge which affects corporations today (Anand & Winters, 2008; Cundiff, Nadler, & Swan, 2009; Kormanik & Rajan, 2010; Leigh, Shapiro, & Penney, 2010; Roberson & Stevens, 2006; Senge, 2006; Society for Human Resource Management, 2009; Thomas, 2001; Thomas & Ely, 1996; Wentling, 2004). Hartel (2004) summarized the view

that “diversity underpin advancement in knowledge, evolution, and innovation—the stuff that leads to increased productivity and profits, opens market and international trade, increases employee and client loyalty, and best uses the skills and abilities of all employees” (p. 197). One research study performed by Tsai and Cox (2012) found some people did not feel that they were allowed to be creative in the workplace. If they were creative in their work, they were different, and as such ostracized. This situation is just another example of people feeling like they are the other for something which is not visible to others. The feelings that come with being other are a significant factor of the diversity challenge.

During World War II, many men of multiple races left their manufacturing and agrarian roles to fight in Europe and Africa. Women then took positions in manufacturing to support the war effort. Burgeoning technology was utilized in a significant way to support manufacturing and fighting for the war effort. When the soldiers came home, some of the women returned to their role in the home, others continued to work for wages. The changes in race and gender in the workplace were starting. As time and technology has changed the environment of the workplace, manufacturing jobs were replaced with service jobs that would help the consumer with their purchases. Technology has also allowed workers around the world to increase communication and processing of work through a global strategy. For example, I worked for a company that would underwrite loans on an electronic platform that was worked by people from around the world 24 hours a day during each person’s normal daylight hours. The team came together occasionally via conference calls, video conference, and instant message. It was important for the team to get to know each other personally, as they had grown to trust each other professionally and this supported the continued growth of confidence in the other. This company had a

commitment to diversity driven by having over 200,000 employees all over the world.

Conversely, that commitment may be difficult for smaller firms.

Due to the amount of time spent working, and the interaction with other people in the form of teams, respect and civility which leads to trust results in success of organizations. Respect and civility are demonstrated when every employee feels that they have no need to apologize for who they are. Lencioni (2002) writes, “not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare” (p. vii). When a person does not accept diverse people based on an individually held preconceived bias, those attitudes have an impact on collaboration and team productivity (Cundiff et al., 2009). The impacts are not just “interpersonal conflict” (Cundiff et al., p. 98), but can include an emotional impact to the affected diverse groups and failure of the organization to meet its goals in a productive way. When those self-esteem issues manifest in the workers of a diverse group, they can “have a dangerous self-fulfilling relationship” (Cundiff et al., p 98) that reinforces attribution bias which exists in the corporate culture.

Diversity management. The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for obtaining quantitative data about applicants, hiring, and employment activities from private industry employers to aggregate into a national database to determine the integration patterns and potential violations of federal laws and regulations (U.S. Department of Labor, Federal Glass Ceiling Commission, 1995). The activities of how companies integrate diverse employees into the workforce and leadership are called diversity management. “Cultural-diversity management goes beyond the goals of equal opportunity by espousing the competitive advantage of a diverse workforce” (Sanchez & Medkik, 2004, p. 518). “Consequently, an increasingly diverse workforce is viewed as opportunity, threat, problem, fad, or even nonissue.

These disparate views lead people to manage workforce diversity in distinct ways, resulting in different costs and benefits” (Dass & Parker, 1999, p. 68).

Utilizing the latest published figures by U.S. Equal Employment Opportunity Commission from 2013, the data indicates that while white males make up 34% of the total workforce, yet they are 62.9% of the executive and senior level management. White men also comprise 48.7% of mid-level managers.

Utilizing *Minitab 17* software to analyze the EEOC data from 2007 to 2013, it was apparent that there are linear regression equations to depict changes in the white males who are in the workforce and specific positions based on EEO-1 filings for companies during that time. The EEO-1 form must be filed if an employer has at least 100 employees, so this information does not examine small employers. In Figure 1, there is slight decrease in the linear trend of white men in the workforce during the seven year timeframe. Figure 2 depicts the miniscule shift downward in the linear trend model of white males in executive and senior leadership in the same seven year time frame. The trend would be greater over time if there had not been a 1% increase in 2009, during an economic challenging time. There is a disproportionate amount of white men in senior management roles, which are granted positional power, as compared to their numbers in society holding private corporation jobs, as was found by Thomas (1990) earlier. There appears to be a continuing bias for certain physical/gender traits in executive leaders. Figure 3 does show a sharper linear decrease in the trend of white males as middle managers in the workforce. At the current rate of approximately 0.4% change each year, the middle management level of white males will not match the actual numbers of white males in the total workforce until after 2050 based on these linear equations.

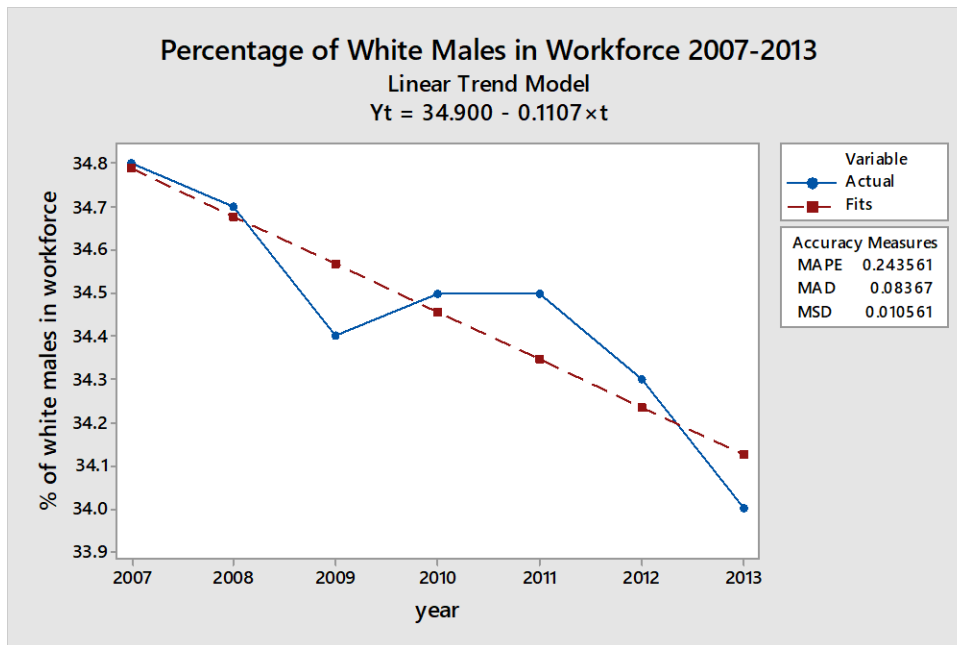


Figure 1. Percentage of White Males in Workforce 2007-2013. Data derived from EEOC EEO-1 filings from 2007 to 2013. The data prior to 2007 is not included since the diverse population for the State of Hawaii was not included. Based on the Mean Absolute Percentage Error, there is 0.24% expected error in the validity of the trend line.

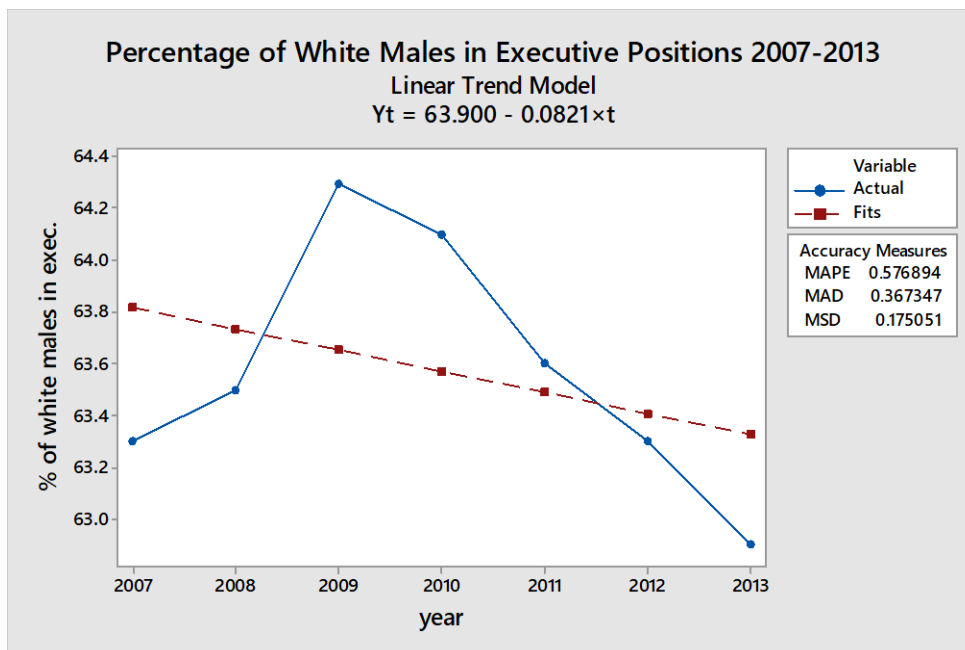


Figure 2. Percentage of White Males in Executive Positions 2007-2013. Data derived from EEOC EEO-1 filings from 2007 to 2013 for Executives. The data prior to 2007 is not included since the diverse population for the State of Hawaii was not included. Based on the Mean Absolute Percentage Error, there is 0.58% expected error in the trend line.

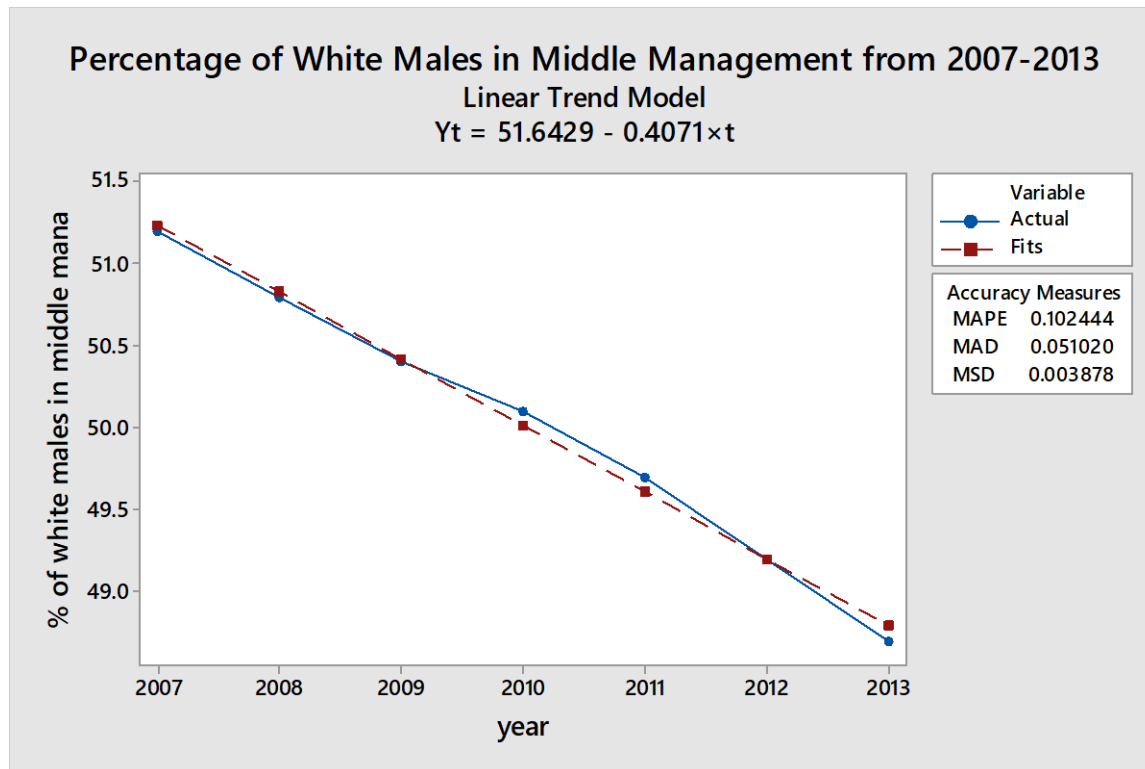


Figure 3. Percentage of White Males in Middle Management from 2007-2013. Data derived from EEOC EEO-1 filings from 2007 to 2013 for Middle Management, including front line managers. The data prior to 2007 is not included since the diverse population for the State of Hawaii was not included. Based on the Mean Absolute Percentage Error there is 0.10% expected error in the trend line.

In the two years of researching and writing this paper, the addition of 2012 and 2013 data has not changed the regression equation or mean adjusted percentage of error (MAPE) by any significant amount. Actually, Figure 3 did not have any change in the 0.4% decrease in white males in middle management over the past two years. Since the numbers are not dramatically changing, maybe the numbers alone are not the best way to examine diversity.

The Gurian Institute performs research on male and female brain differences. Gurian and Annis (2008) try to answer questions that will help organizations:

- Does my team understand the science of male/female brain difference to its maximum advantage?
- Is my company as a whole harnessing the innate and natural power of both male and female leaders?

- Is my company finding the right people for the specific jobs needed in the organization?
- Once we've acquired the skills of the right person, do we retain that person via a gender-intelligent corporate culture?
- Is my company set up to include enough gender mentoring structures, best practices for work/life and work/parenting balance, comfortable relations between women and men, and authentic leadership opportunities for both men and women?
- Has my corporation linked gender intelligence to its bottom line—that is, do we realize the financial rewards that increased gender intelligence can provide our corporation? (pp. xvii-xviii)

This work is utilized by leaders who wish to build a more diverse culture in their organization to help make the company more successful.

Originally, diversity was managed by human resource departments that were charged with showing an increase in numbers for women and minorities and reduction of overt discrimination (Anand & Winters, 2008; Githens, 2011; Kormanik & Rajan, 2010). However, this push to increase diverse people into the existing infrastructure has been controversial (Anand & Winters, 2008; Thomas, 1990; Thomas & Ely, 1996), and resulted in “revolving doors for talented minorities, recruiting the best and brightest only to see them leave, frustrated and even angered by the barriers they encounter” (Thomas, 2001, p. 99). The case for diversity management goals is continuing to change to include business success, profitability, organizational growth, learning, creativity, individual growth, and market flexibility (Anand & Winters, 2008; Sanchez & Medkik, 2004; Thomas & Ely, 1996), and it is believed that “affirmative action will die a natural death” (Thomas, 1990, p. 107). Many companies are building diversity into a stand-alone functional area (Anand & Winters, 2008) which then integrates the goals of the program into all areas of the company. The goal has progressed to where “upward mobility ... should always be a question of pure competence and character unmuddled by accidents of birth” (Thomas, 1990, p. 109).

The EEOC data compiled for 2012 indicates that women are 47.95% of the private sector workforce. However, they comprise only 29% of the executive and senior levels of management. Even though there is a perception that minorities, including women, are a significant statistical part of all levels of organizations, the data does not support that assertion; research has found that minorities were underrepresented at management levels (Collins & Walton, 2006; Thomas, 1990). One woman participant in the study by Collins and Walton (2006) commented,

why should I change to adapt to the style of men around me all the time, I mean I do but I am constantly thinking, I need to be more direct, use a different style while I am naturally collaborative and intuitive, I don't see men thinking about how to adapt their style for me! (p. 41)

This feeling of being the “other,” and feeling the need to conform is recognized in the literature. The requirement in corporate culture is for the “other” to blend into the existing environment through assimilation (Thomas, 1990; Thomas & Ely, 1996).

There has been research focused on gender issues because the women's experience was expressed as a need for more change asked of them versus men (Collins & Walton, 2006). A recent article by Ben Waber (2014) discusses “Gender Bias By the Numbers” (p. 8). The organizational structures were created by men to be homogeneous (Anand & Winters, 2008; Senge, 2006; Thomas, 1990). Waber (2014) states, “attitudes hard-wired into the minds of men (and women) are very difficult to change. Characteristics admired in alpha-male executives – boldness, decisiveness, and intensity-aren't always valued in female ones” (p. 9). With the introduction of diverse people into the homogeneous culture, different coping mechanisms have been used. Multiple researchers have found that networking within one's identity groups is one way that diverse people felt that they could make changes in the workplace from inside of the organizational culture (Collins & Walton, 2006; Thomas & Ely, 1996).

Defining Diversity

Many factors can be used by corporations to define diversity, such as legal versus socially constructed. This study is focused on definitions utilized in the United States, as diversity in the work environment is not an accepted term throughout the world (Anand & Winters, 2008). Thomas and Ely (1996) advocated that “diversity should be understood as *the varied perspectives and approaches to work* that members of different identity groups bring” (p. 80); this definition includes white men as being diverse because each of them can be as different as any other person (Thomas, 1990). Conversely, some companies had the perspective that, “White men were not viewed as having valid issues about their place in the new more diverse workplace” (Anand & Winters, 2008, p. 359.) This inclusion of white men departs from the specifications placed in the laws and regulations managed by the EEOC, but are important to the research being conducted in this study based on actions in the workplace that are not addressed yet by laws and regulations.

Diversity can also be defined as broadly encompassing all the things that make each person unique, which includes but is not limited to: race, gender, physical abilities, age, sexual orientation, education, functional training, country of origin, cultural background, social class, marital status, length of tenure in an organization, ways of thinking, ways of relating, communication styles, and religion (Anand & Winters, 2008; Githens, 2011; Kormanik & Rajan, 2010; Senge, 2006; Wentling, 2004). This expansive definition is the one that was used in the research interviews in a pilot study which indicated that the people questioned did not define themselves as diverse based on how others saw them, but on how they felt about their personal factors, visible or not, when interacting with others. This is supported by a book that was written

by Pemberton (2012) and discussed at the Society for Human Resource Management Conference in 2013 on Diversity. Pemberton (2012) recalled,

after I spoke, they came up to me, grabbed me gently by the arm, looked deep into my eyes, and told me that I did not look like my story. I would respond by saying that none of us really do; it is impossible to tell, from a single glance, the journeys someone has traveled, the experiences that have made them who they are. Ultimately, I realized that what they were really asking was how I managed to survive. (pp. 204-205)

Pemberton spoke eloquently about his experiences as an interracial child in a world that was not accepting of him. However, his feeling of being the “other” came from being a foster child that did not have a family and the security that comes with knowing from whence you come.

As I was in the final stages of writing this paper, my daughter sent me an article about how researchers are also ostracized for being the other. Watters (2013) wrote about how the subject, Henrich, described his experience:

His work also made him a controversial figure. When he presented his research to the anthropology department at the University of British Columbia during a job interview a year later, he recalls a hostile reception. Anthropology is the social science most interested in cultural differences, but the young scholar’s methods of using games and statistics to test and compare cultures with the West seemed heavy-handed and invasive to some. (para. 9)

Henrich’s findings did not comport with existing findings in anthropology, so people in that work group to which he would be assigned did not want to work with him in their educational setting. The University of British Columbia created a position for him that was a split between the economics and psychology department so that he could continue work which was valued by other departments, even though his field of study ostracized him.

When people feel that they are the “other” in the workplace, this could make them feel that they are diverse. Chrobot-Mason (2003) advocated that “future work in this area must not assume that all managers are from the majority group and should consider a broader definition of

diversity that goes beyond race to include gender, sexual orientation, religion, physical limitations, and other differences” (p. 15).

There are concerns that some company programs focus too heavily on one group which causes greater harm than the intended good (Cundiff et al., 2009; Kormanik & Rajan, 2010; Thomas, 1990). However, emphasizing a specific group in a company can occur when there are ongoing challenges that need to be addressed, as occurs when a disparity of people having the ability to rise to higher levels of income and authority in corporations is persistent (Anand & Winters, 2008). Waber (2014) emphasizes this when he stated, “one data point everyone agrees on is that women and men face huge disparities at the office. In the U. S., female workers are still paid only 77¢ for every dollar their male colleagues make” (p. 8). In the research performed by Thomas and Ely (1996), they found that “thinking of diversity simply in terms of identity group representation inhibited effectiveness” (p. 80). In this study, diversity includes anything that makes a person unique so that they can contribute to the world of work. This agrees with the empirical findings of research performed by Holladay, Knight, Paige, and Quinones (2003) which examined the training of people. They stated that the developers “need to be sensitive to the different groups taking part in the initiative, making an effort to accommodate all groups and to the specific perceptions they are trying to influence” (Holladay et al., 2003, p. 259). Diversity openness “refers to the degree of receptivity to perceived dissimilarity” (Hartel, 2004, p. 190).

Two other terms which have emerged in the diversity realm are inclusion and pluralism. These two terms are concerned with building communities and environments that are acceptable to all (Anand & Winters, 2008; Cundiff et al., 2009; Senge, 2006; Thomas, 1990; Thomas & Ely, 1996). Inclusion is defined by Katz and Miller (2010) as “A sense of belonging: feeling respected, valued, and seen for who we are as individuals; and a level of supportive energy and

commitment from leaders, colleagues, and others so that we—individually and collectively—can do our best work” (p. 437). Inclusion has become important in a networked world that brings people together in new ways (Senge, 2006), but first companies have to “reduce conflict that arises when diverse employees interact” (Cundiff et al., 2009, p. 108). Pluralism is when a company incorporates employee decisions, based on their identity group, into the mission and vision of the company as a whole (Githens, 2011; Thomas & Ely, 1996).

Another term relevant to this study is culture in its broadest sense. Culture is inclusive of specific groups that share an identity such as gender, sexual orientation, religion, nationality and a host of other items (Cundiff et al., 2009). Ely and Thomas (2001) wrote that “cultural identity ... is socially constructed, complex, and dynamic” (p. 231). As such, cultural differences are between specific groups and not just based on national origin. Cultural empathy is derived by people who “understand the need for programs addressing inequality and discrimination” (Cundiff et al., p. 99). “Cultural intelligence is context-dependent; there is no one right answer or single response that enables the organizational leader to manage diversity successfully each time” (Chrobot-Mason, 2003, p. 6). As such, individuation “leads the perceiver to a careful consideration of all the attributes that characterize the individual” (Sanchez & Medkik, 2004, p. 519). Watters (2013) went on to say, “Henrich’s work with the ultimatum game was an example of a small but growing countertrend in the social sciences, one in which researchers look straight at the question of how deeply culture shapes human cognition” (para. 14).

Diversity Training Programs and Initiatives

Diversity training programs and initiatives, for the purposes of this study, are defined as any written documents, personal interactions, or activities that are utilized by a company and may have an impact on the way that people will respond to each other in the future. The

programs and initiatives may be planned or impromptu. The results of the activities could be positive or negative.

It is assumed that diversity training has the ability to lead to changes in behavior toward others in the workplace (Sanchez & Medkik, 2004). Holladay et al. (2003) summarized that “diversity training is permeating the work environment” (p. 245). The challenge that faces companies, once they determine the definition that will be utilized for diversity, is the way in which they will disperse diversity information to the entire organization (Githens, 2011). Early training to meet regulatory requirements did not always include adult education and development processes (Anand & Winters, 2008; Githens, 2011). “The design of training can be essential to the success of the initiative” (Holladay et al., 2003, p. 246).

The ultimate objective of awareness training is not knowledge of the biases influencing social perception per se. Knowledge is just an intermediate goal, which is in turn expected to induce a positive change in trainees’ behavior related to the treatment of culturally different individuals. (Sanchez & Medkik, 2004, p. 518)

In the current environment, there are multiple channels that can be utilized for training and/or experiential learning. Experiential learning can occur through exercises, networking, and mentoring. The focus of many experiential learning programs are to focus on building empathy in employees so that they are more open to the diverse nature of a corporation’s workforce (Cundiff et al., 2009). When the human resource department helps the leadership and employees see the importance of diversity and the successful achievement of goals by the company and individuals (Anand & Winters, 2008; Cundiff et al., 2009; Githens, 2011; Kormanik & Rajan, 2010; Wentling 2004), it is believed that the company will garner more participation (Githens, 2011; Wentling, 2004).

The human resources departments are often not equipped with training and resources to design and deliver diversity training (Githens, 2011). To alleviate this gap, many companies have turned to firms that specialize in diversity training to provide content for their company (Anand & Winters, 2008). Once the content was provided to the company, it was not always delivered in the manner expected by the designer, which caused confusion for the recipients who did not receive the intended discussion, reflection, and follow-up necessary for application in the workplace (Anand & Winters, 2008).

Diversity programs are not embraced by all companies, leadership, or participants (Anand & Winters, 2008; Githens, 2011; Kormanik & Rajan, 2010), partly caused by the integration of compliance and diversity training into one program (Anand & Winters, 2008). When people feel compelled to comply, there is less likelihood that they are developing new behavioral skills through the training provided. Instead, they may just go through a mental checklist of items that should be performed. Sanchez and Medkik (2004) suggest “a supportive work context or positive climate for transfer of training is necessary if effects are to be seen after the training session is over and the trainees return to their jobs” (p. 520).

Lack of acceptance of diverse people in the workplace can lead to acts of incivility and emotional conflict toward workers who are “other” (Cundiff et al., 2009; Githens, 2011). In spite of the naysayers, the diversity effort continues and is growing in the type of delivery and support as the continuing increase of litigation and negative press articles about companies and their activities. Cundiff et al. (2009) found that women had more cultural empathy as a group. They posit that the support of women will help with the implementation of changing diversity programs.

The diversity program and initiative content can be very different, dependent on the lens through which the designer(s) builds the framework, which now includes cross-cultural competency (Anand & Winters, 2008). Thomas and Ely (1996) advocate that managers know enough about their teams to know what types of training are needed. This is supported by research which found when managers and leaders participated in the same action-oriented training class with other levels of their employees, they would obtain more perspective on the experience; in fact, some classes are specifically designed so that an intact work team attend the class together so that they share the experience and build more trust in the communication process and deal with race issues (Anand & Winters, 2008; Githens, 2011; Thomas 2001).

Organizational development, which has emerged as a specific field of study, can be a function of the human resource department, or a stand-alone department in a business to help with the improvement and delivery of diversity programs and initiatives. One way that organizational development has performed new initiatives is to utilize informal culture and diversity climate as organizations change their demographics (Cundiff et al., 2009; Githens, 2011). These efforts are intended to expand “creativity, collaboration, and morale” (Githens, 2011, p. 47). These new types of initiatives can include “incivility prevention behavioral training” (Githens, p. 49) so that people recognize how to deal with impulse behavior which occurs naturally in every day conversations and interactions. There must be recognition of the difference between direct diversity training and incivility behavior preparation so the companies understand the different changes in behavior.

Diversity program initiatives can be divided into “seven classifications: (1) leadership and management, (2) education and training, (3) community relations, (4) communication, (5) performance and accountability, (6) work-life balance and (7) career development and planning”

(Wentling, 2004, p. 170). Kormanik and Rajan's (2010) study focused on the leadership curricula for senior people in the organization. Research about career development programs have found that training sometimes utilizes women and minorities to provide focus on their perspectives (Anand & Winters, 2008; Thomas & Ely, 1996); some did not feel comfortable acting as the representative for their gender or other minority (Anand & Winters, 2008). For some, providing the training as the symbol for that specific group does not align with their personal beliefs. Another way to deliver diversity and inclusion perspectives is through formalized mentoring programs (Anand & Winters, 2008; Thomas, 2001). Mentoring programs have included face to face and distance options. Mentoring as an application is aptly stated by Daloz, as cited in Zachary (2000), "human beings thrive best when we grow in the presence of those who have gone before. Our roots may not follow every available pathway, but we are able to become more fully ourselves because of the presence of others" (p. xiii).

Technology has afforded companies with additional channels in which to deliver diversity training. Electronic learning solutions can help companies to standardize messages, as appropriate, for large numbers of employees throughout the world in a cost-effective way (Anand & Winters, 2008). The "challenge for e-learning solutions is presenting complex, sometimes controversial material in a format that typically limits interaction and discussion" (Anand & Winters, p. 368). However, the use of SecondLife, a technology that allows an electronic classroom to be built with electronic selves for the students, has resolved some of these issues through having people participate in synchronous classes (Anand & Winters, 2008). While training is utilized in many forms to help present diversity to employees and management in organizations, there is no evidence that diverse people are feeling a positive impact in civility and respect within their individual workplaces.

Statement of Problem

In the literature, diversity programs have been assessed from the perspectives of the Federal government, human resource development personnel, college students, and the leadership of companies. There have been tools developed to assess and measure diversity and inclusion activities quantitatively. This research did not examine diversity and inclusion in a quantitative way. Roberson and Stevens (2006) found limited data on the perspective of the diverse employees utilizing qualitative approaches. There have also been many studies that have approached the employee through a survey using a Likert-type scale. Quantitative approaches are supported by the data compiled by the EEOC that is available to researchers, as demonstrated above in trending. Yet, there is minimal literature that has examined the phenomena as perceived by people that consider themselves diverse in their work environment. Cundiff et al. (2009) suggested that “Future studies should focus on workforce populations and actual attendance and engagement in diversity programs and the improvement in behaviors” (p. 108). Chrobot-Mason (2003) stated, “very few studies have empirically investigated behavioral outcomes of diversity training” (p. 16). This study obtained the perspective of diverse employees in relation to the diversity training programs and initiatives in which their company is trying to meet their needs. The diverse employees have the opportunity to respond to qualitative questions that attempted to obtain how they have made meaning out of their experiences with the company’s diversity program and the resultant behavior they are subjected to in the workplace through discussion of critical incidents.

Purpose of the Study

The purpose of this basic interpretive qualitative research is to explore employees from different companies who define themselves as diverse in comparison to the people with which

they work. They were asked questions that sought to obtain their perspective as to the influence that company diversity programs and initiatives had on the levels of civility and respect in their workplace. Patton indicates that, “decisions about design, measurement, analysis, and reporting all flow from the purpose” (p. 213).

Research Question

In this study, the design was constructed from the following question: In what ways have self-described diverse employees found that the diversity programs in their workplaces helped or hindered others in relating to them in ways that recognize their knowledge, skills, and abilities and allow them to be treated with respect and civility.

Solicitation of Diverse Employees

The employees were located in different parts of the United States. They were solicited using social media and emails asking for volunteers that considered themselves diverse in any way as compared to those in their workplace. This convenience sampling resulted in most of the respondents. Once an interview was completed, some of the participants suggested additional people with whom they were familiar who they thought might be interested in participating. They made the introduction so that I could then discuss the dissertation with the person to gauge their interest. The remainder of the respondents came from this snowball sampling.

Theoretical Framework

Three paradigms can be used to describe the type of diversity program and initiatives utilized by specific companies. Thomas and Ely (1996) named them “discrimination-and-fairness,” “access-and-legitimacy,” and “learning-and-effectiveness” (p. 80). When these paradigms were published, most companies were utilizing one or both of the first two. At that

time people expressed hope that there would continue to be substantive growth in diversity and inclusion in the workplace.

The discrimination-and-fairness paradigm is often used by a company that is bureaucratic and is trying to meet the legal/regulatory requirements of the EEOC by showing numeric progress in bringing more diverse people into the company. This particular approach does not have a strong employee retention program as part of the structure. Thomas and Ely (1996) stated, “the staff ... gets diversified, but the work does not” (p. 81).

The access-and-legitimacy paradigm involves increasing the customer base by utilizing the knowledge, skills, and abilities of diverse employees with a focus on how to access people of their identity groups (Thomas & Ely, 1996); this has led to opportunities for diverse persons. Companies that adopt this paradigm see “an imminent threat” (Thomas & Ely, p. 83) to corporate well-being due to increased competition. The approach does not look at long term implications of the work and if the competencies of the workers fit into the vision of the company. There is a risk to relying on individuals to act on behalf of the identity group, and not integrating the knowledge into the fundamental values of the organization. As discussed in the training section, utilizing people based on their identity group can cause them to feel demoralized as opposed to feeling needed (Thomas & Ely, 1996). The risk to the employees in these roles is an economic downturn. It can result in a downsizing or narrowing of “their marketing focus” (Thomas & Ely, p. 85).

Figure 4 displays the Thomas and Ely (1996) paradigms which were used in the research. The figure will be utilized to help plot the responses and themes provided by the participants. It could also be useful to future researchers assessing the diversity training paradigm utilized in the companies that they are examining.

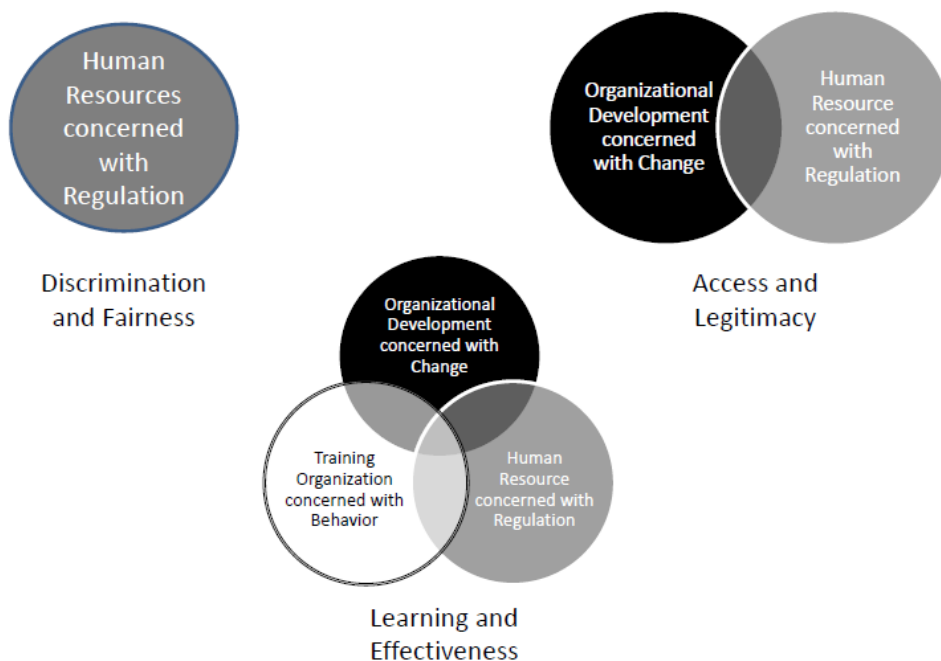


Figure 4. Functional areas or thought processes of corporations. This is how it was discussed as a paradigm by Thomas and Ely (1996).

The research examines where each person feels their company's training focus lies in the three paradigms. While companies talk about the importance of learning and effectiveness, are they actually "walking" the talk?

The third paradigm is emerging in workplaces in the United States. Thomas and Ely (1996) describe the theme as "We are all on the same team, *with* our differences—not *despite* them" (p. 86). This was stated in another way by Chrobot-Mason (2003): "companies that operate from a 'learning and effectiveness paradigm' allow employees to draw upon their cultural background at work and encourage employees to learn from one another to achieve increased innovation and creativity" (p. 5). This is epitomized by heterogeneous networks as found by another diversity researcher, Thomas (2001). However, the learning and effectiveness paradigm is rarely used.

Overview of Methodology

The rationale for using qualitative research is that it develops data constructed by the people living in the experience of the culture that is being examined (Bowen, 2005; Creswell, 2008; Krauss, 2005; Merriam & Associates, 2002). Since there is an existence of a researched paradigm, I utilized the methodology of basic interpretive research to examine the diverse employee responses in relation to the three paradigms discussed by Thomas and Ely (1996). While the qualitative researcher may have an inkling of what may be occurring, the objective of the research is to obtain the information from the participant's description of their experiences (Holliday, 2007). This perspective recognizes that qualitative research is based in a structured discipline. Holliday (2007) states, "there is the potential for considerable rigour and discipline in qualitative research, that there *is* science within its complex nature, but that this rigour largely resides in the way in which the research is expressed in writing" (p. 1), which is the approach used in this research. "There is however the very problematic burden of how to manage *subjectivity* in such a way that scientific rigour is preserved, and how to account for this management in the written study" (Holliday, p. 7). Patton (2002) asserts that

qualitative inquiry is especially powerful as a source of *grounded theory*, theory that is inductively generated from fieldwork, that is, theory that emerges from the researcher's observations and interviews out in the real world rather than in the laboratory or the academy. (p. 11)

There was an exploration for a potential emergence of a new theory about the three paradigms proposed to date, but there needed to be an understanding of the data from people in different industries and exposed to different programs.

Since there are significant quantitative documents analyzing the data on diversity in the United States, the addition of interviews is needed to build the qualitative approach for additional

data from the impacted people. To perform the qualitative methodology, I used interviews to “yield direct quotations from people about the experiences, opinions, feelings, and knowledge” (Patton, 2002, p. 4). This raw data was analyzed for “themes, patterns, concepts, insights, understandings” (p. 5). However, the research must be purposeful. Just asking questions, without direction, could be harmful to the subjects and/or the body of research.

The setting was important as one setting can potentially affect the various participants differently. While white males who make up the majority of corporate leadership might enjoy certain settings, culture, and benefits, the minorities and females at the same business may feel comfort or discomfort from any of these items alone or in combination. For example, men have experienced the “officer’s club” and “executive dining room” exclusivity for many years. Minorities and women may not be as comfortable with these settings. The numbers in EEOC research does not tell the story of what happens behind the closed doors. By utilizing the thick descriptions provided by the participants, the reader can understand the different perspectives that will provide context about the responses. Roberson and Stevens state “few studies have used qualitative methods to investigate ... diversity” (p. 389). This qualitative gap is one that this researcher tried to address. The setting for each interview was a neutral place chosen by the interviewee. None of the interviews were conducted on a company site.

Significance of the Study

The significance of the study, from a research perspective, is that the participants were able to define why they were diverse. In past research, most of the studies assigned a label based on predefined criteria. In the research, the participants were very definitive about why they might be diverse.

This study gave diverse members of society the opportunity to provide feedback about their needs from diversity programs and interactions in the workplace. Since they were assured of anonymity, they may have felt able to provide information about their perspective without concern about retribution. This study utilized adapted questions posed to leaders in past research, but the information illuminates a different perspective by not being limited to leadership, which is statistically more male dominated.

Limitations of the Study

The participants interviewed potentially made ethical and moral decisions as they processed their responses to the interview questions (Brincat & Wike, 2000). When a person responds to a researcher's request for an interview, the respondent is providing their narrative, which can be different at each retelling. Depending on their historical perspective, the person providing the narrative may provide different information than they would have years earlier or later about the same experience. The research was also limited to English speaking participants in the United States. Of course, any research utilizing a limited number of respondents cannot be utilized to explain the phenomenon for any other specific entity. The findings are evidence of the experience for those respondents being studied and are not generalizable.

Another limitation of the study is the geographic limitation of the United States. I had a limited budget that did not allow for extended travel outside of the country. The research was conducted in English, which limits respondents who may have experienced diversity based on language barriers.

Chapter II: Literature Review

This chapter examines the history of diversity that led to theories about diversity training, and how diversity has been documented and researched from different viewpoints based on the context of specific periods of time. This section will help the reader to understand some of the research completed to date, gaps in the research, and the suggested approaches that previous researchers found as potential next steps to help in the furtherance of diversity in the corporate world and scholarly research. While this is not an exhaustive review of all of the pertinent literature, it does set the stage for how the research proceeded.

United States Historical Perspective on Diversity

The legal and regulatory journey addressing diversity issues took its first big step in 1941 when President Franklin D. Roosevelt signed Executive Order 8802. Realizing that a war might be imminent and the need for all citizens to participate in the war effort, this order, as viewed in the original typed with handwritten adjustments in the National Archives database included the following, “I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin.” (U.S. National Archives and Records Administration, 2012) The term “or government” is handwritten on the original document at the behest of the president. This order does not discuss gender, but with World War II there was a significant introduction of women into the workforce in roles that had previously been held by men due to the deployment of the men to Europe, Africa, and Asia for the war effort. When the war was over, many returning veterans came back to their jobs, which displaced women who had grown comfortable in a multitude of work environments.

While Roosevelt's executive order discussed race, creed, color, and national origin, there was still segregation in the military, even though the words "or government" are handwritten into the document. African-Americans had fought in conjunction with their Caucasian peers, despite the segregation through units, differences in rank, and opportunity. The Armed Forces changed their policies with Executive Order 9981 signed by President Harry S. Truman in 1948. When reviewing the order on the National Archives site, it states "It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." (U.S. National Archives and Records Administration, 2012). This created an environment on military bases that did not exist in the general society: integrated living, working, worshipping, and school environments. The only segregation in the military was, and continues to be, based on rank with different living and working opportunities through attained designations. This type of integration occurred decades earlier in the military than in the general population; Kris Kristofferson, a military dependent stated, "For some of us, returning home to America is more of a culture shock than living overseas" (Musil, 2005).

In the 1950s and 1960s, there was a surge of activity by many people including Rosa Parks, Dr. Martin Luther King, and Cesar Chavez. They sought the same economic and social opportunities for all people. This culminated in Federal Legislation enacted by President Lyndon Johnson:

Title VII of The Civil Rights Act of 1964 made it illegal for employers with more than 15 employees to discriminate in hiring, termination, promotion, compensation, job train, or any other term, condition, or privilege of employment based on race, color, religion, sex, or national origin. Since its enactment, Title VII has been supplemented with legislation that prohibits discrimination on the basis of pregnancy, age, and disability. In addition, sexual harassment is also now deemed to be illegal under Title VII. (Arnand & Winters, 2008, p. 357)

To model the diversity behavior that it was seeking from other employers, President Lyndon Johnson appointed an African-American woman, Aileen Clarke Hernandez, to the five-person committee. The EEOC Chairman, Franklin D. Roosevelt, Jr., appointed an African-American, Charles T. Duncan, as the first general counsel.

Once the EEOC was in place, it had the power to take action through the courts to uphold the laws and regulations. However, not all laws and regulations were under the purview of EEOC. There were two early cases decided by the Supreme Court that impacted gender and race diversity in the United States: *Phillips v. Martin Marietta Corp.*, and *Griggs v. Duke Power Co.* The *Martin Marietta* case states in the syllabus, “under Title VII of the Civil Rights Act of 1964, an employer may not, in the absence of business necessity, refuse to hire women with pre-school-age children while hiring men with such children” (*Phillips v. Martin Marietta Corp.*, 1971). This had significant impact on working mothers as it removed the ability of a company to judge an employee’s capability to do her job based on whether she had children or not or was of childbearing age.

The *Duke Power Co.* case found that

the facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but Congress has mandated the commonsense proposition that they are not to become masters of reality. (*Griggs v. Duke Power Co.*, 1971, 433)

The *Duke Power* case was brought by Negro males in North Carolina. They were being penalized based on an assumption that they were not adequately literate since they had graduation rates of 12% as determined by the 1960 United States Census. However, white males

were graduating at a rate of 34% in the same state (*Griggs v. Duke Power Co.*). Even though there was a lack of education in the general state community, the court case no longer allowed literacy issues to be used against a specific race. These cases set the stage for the EEOC and the courts to help employees take action when there has been discrimination based on diversity issues.

The Reorganization Plan No. 1 of 1978 made EEOC the leading agency in the investigation and compliance of diversity issues for the United States, in order to rectify the confusion caused by many Federal Agencies being involved in work related disagreements. The Department of Labor had been assigned responsibility in prior regulatory edicts for Equal Pay and Age Discrimination. This had caused confusion between the agencies and the people seeking help. President Jimmy Carter signed Executive Order 12067 which provided the EEOC with the power to maintain all of the records with regard to enforcement, guidelines, and coordination of diversity related actions; while this was signed in 1978, it became effective by the end of 1979 so that companies had one controlling agency that would investigate employees' claims of discrimination.

In the 1980s, there continued to be training to meet EEOC guidelines, but many companies started to cut training budgets due to fiscal issues (Anand & Winters, 2008). The Immigration Reform and Control Act of 1986 supplemented the Civil Rights Act by requiring employers with as little as four employees to hire employees without discriminating based on national origin. While there has been significant activity in the Federal arena to require employers to provide openings in the workplace for all applicants based on their knowledge, skill, ability, and other competencies, there continues to be challenges for underrepresented people who wish to move into a company and up through the leadership positions (Thomas,

1990). Unfortunately, some people still are challenged in the workplace, as evidenced by the greater than 90,000 claimants to the EEOC in 2013, as published on the government site.

Thomas (1990) found that “affirmative action is a red flag to every individual who feels unfairly passed over and a stigma for those who appear to be its beneficiaries” (p. 108).

A commission report published March, 1995, described the following terms and the affected groups in the United States workforce:

1. “Concrete Wall” — African-Americans
2. “More than Glass”— American Indians
3. “The Impenetrable Glass” — Asian and Pacific Islanders
4. “The Two-Way Mirror” — Hispanic Americans
5. “The Classic Glass Ceiling” — Women

The research was performed 30 years after the implementation of Title VII of the Civil Rights Act. The implication that these terms are utilized in the literature and will be found in some of the subsequent literature reviews indicates that there was not as much progress made as had been hoped by those that had been working toward integration of diversity in the workplace. Asian workers have since renamed their barrier as a bamboo ceiling.

Companies require different knowledge, skills, and abilities from people, dependent on the job tasks, roles, and goals. For a company to be successful, they must utilize these knowledge, skills, and abilities to meet the goals of the company and the goals of the individuals for their development and future progression opportunities. This meeting of corporate and individual needs poses challenges as people come to the company with biases, prejudices, and expectations (Senge, 2006). When people have acted on these biases and prejudices, even in suppressed forms of discrimination (Githens, 2011; Thomas, 1990), it results in incivility in the

workplace, and has led to enacting of laws and regulations to set standards that companies must follow to build an inclusive environment. Some of the current biases that lead to domination and subordination of specific employees and inhibits organizational effectiveness are “racism, homophobia, sexism, and sexual harassment” (Thomas & Ely, 1996, p. 89). To mitigate the potential issues caused by personal interactions between people with different ideas about each other, and to meet legal and regulatory requirements, a company may develop a formal diversity program and support it through initiatives (Anand & Winters, 2008; Kormanik & Rajan, 2010; Wentling, 2004). However, some “People believe that they aren’t supposed to talk about race; if they have to discuss it, then it must be a problem. But that mind-set can cripple a relationship” (Thomas, 2001, p. 105). As United States’ businesses continue to become more globally adept, it will require them to offer cross-cultural training to their employees. (Anand & Winters, 2008). Companies must facilitate the open discussion of needs from the employees so that leadership is aware of the opportunities for improvement. The diversity issues do not improve just because they are not openly discussed. This became very apparent when working on the original proposal for this dissertation. The original approach was to perform a case study. Through human resource and executive leadership contacts, multiple companies were approached through leadership and/or human resource personnel. However, prior to any company’s acceptance of the interaction with their employees, they required a presentation to the legal and risk departments. The overwhelming response was that diversity research would add unnecessary risks to the company.

Theories of Diversity Training

The framework of diversity training proposed by Thomas and Ely (1996) has been evaluated by other scholars in the context of their research. Thomas and Ely wrote about three paradigms, and those paradigms have been used to examine different periods of time, meta-

analysis of the literature, or specific companies through the different paradigm lenses (Anand & Winters, 2008; Chrobot-Mason, 2003; Roberson & Stevens, 2006). However, current authors have advocated that diversity is much more than discrimination-and-fairness, which is just meeting the demographics that are tracked by the EEOC (Anand & Winters, 2008; Githens, 2011; Kormanik & Rajan, 2010; Thomas & Ely, 1996). There have been few studies completed that find the learning and effectiveness paradigm in use, nor have there been many examinations of the companies that are transitioning to the most progressive paradigm. Chrobot-Mason (2003) did find that it would be imperative for management to be “key participants in this paradigm shift” (p. 5). Gebauer, Lowman, and Gordan (2008) discussed that the key driver to closing the engagement gap in the United States is, “senior management sincerely interested in employee well-being” (p. 15).

This study shows that employees from different companies have experienced some of the three paradigms but not necessarily one complete paradigm at all times in their company. Other authors, Dass and Parker (1999) state that their “framework represents ideal rather than actual types” (p. 78). They explored the internal and external pressures for diversity which causes companies to start or stop training and/or initiatives. The four types of responses for managing diversity are: “proactive, accommodative, defensive, and reactive,” with implementation across three dimensions: “episodic, freestanding, and systemic,” which results in 12 different training approaches (Dass & Parker, 1999, p. 74). Once a training approach is determined, content must be identified.

Content Used for Diversity Training

Multiple books have been published that can be utilized to help employees and leadership learn about diversity and how it impacts the morale in the workplace. Some of these books are

also used as a part of college course curricula. Dependent on the goals of the training, different content is provided in the publications.

Harvard Business Review on Managing Diversity (2001) is an edited book that provides seminal works written by researchers in the field of diversity. The book is useful in providing information about affirmative action, diversity, managing diversity, the glass ceiling, women's work tracks, mentoring between the races, thought processes, hiring women, and homosexual employees. While these have been issues of significant concern for businesses, diversity includes more than the issues provided in this book. It provides a great primer on some of the issues but should not be the only resource for adult learners in a corporation.

Another book in the Harvard Business Review Paperback Series, *Harvard Business Review on Women in Business* (2005), examines the perspective of diversity based on gender. This book is also an edited work that compiles pivotal works by researchers that focus on women in the workplace. It provides information about retaining women, how women succeed, recruiting women, the glass ceiling, work/life balance, managing diversity, women as a business imperative, and how women lead. This book helps to provide basic information about issues faced by women who want to enter, stay, and succeed in the workplace.

Thomas (1996) published *Redefining Diversity* to bring diversity information to businesses in an actionable format. This book develops case studies of: BellSouth Corporation, Hallmark Cards, EDS, Goodyear Tire and Rubber, and General Motors. These cases help the reader to see each issue in action, thus providing them with points of reference that might relate to their situation. This book goes beyond the EEOC definitions when examining diversity.

Building a House for Diversity: How a Fable about a Giraffe & an Elephant Offers New Strategies for Today's Workforce is the next book published by Thomas (1999) that can be used

to help inform leaders and diverse employees about the changes that have to occur from all parties to make workers involved in the day to day activities feel included. One thing that is different about this book is the Personal Diversity Maturity Index (PDMI) that can be used by corporate employees to determine their diversity maturity level (Thomas & Woodruff, 1999, p. xv). There are two tests. The ten scenario questions in each have four qualitative answers from which to choose. The book suggests that the reader perform the PDMI pre and posttests so that they read through the book with a purpose. The book states “Your score on the post-test PDMI can help you to assess your overall diversity maturity and the extent to which you have taken in the concepts in the book and made them your own” (Thomas & Woodruff, p. 253). The test scores place the participant into three levels of diversity maturity: High Diversity Maturity, Moderate Diversity Maturity, and Low Diversity Maturity (Thomas & Woodruff, p. 233). This book is action oriented. This may be appropriate for entities that recognize that their participants are at very different levels of understanding about diversity.

Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity (2001) is a book to teach leadership how to approach the organizational changes necessary to implement diversity programs in such a way as to capture potential power inherent in the differences. This book is using Dr. Cox’s years of research and consulting to provide actual applications versus theoretical implications. Paul H. O’Neill wrote the foreword to the book. As the Former Chairman of Alcoa Inc., he stated that Dr. Cox requires the leadership have a strong commitment to change prior to the use of the tactics described in the book. To emphasize this point, there is an entire chapter on Leadership: The First Requirement of Change (Cox Jr., 2001, p. ix). The changes in diversity cannot be performed as a quick fix; this book stresses these points.

Bucher (2010) has written *Diversity Consciousness: Opening Our Minds to People, Cultures and Opportunities*. This book is intended for use in a secondary education institution. It includes definitions and exercises. The exercises include internet assignments. There are also questions for response by the students in a reflection journal. This action/experiential learning is intended to help the students work through the content in a way that could potentially change the thoughts and behaviors of the participants. While no company has publicized the use of this content in their programs, some of the content could be adapted for use in a diversity program at a corporation.

Adams et al. (2010) have compiled readings by a multitude of authors on the subjects of: conceptual frameworks; racism; classism; religious oppression; sexism; heterosexism; transgender oppression; ableism; ageism and adultism; and working for social justice: visions and strategies for change. This book is intended to change behavior based on the needs of the diverse. One of the terms that may not be familiar to many is ableism; this is used instead of disability which has been found to be offensive to people that want to be judged by their ability instead of their disability.

To help the user find the appropriate readings, they have put a matrix at the beginning of the book that helps the reader find items that cover multiple issues as most of the content does not address just one issue at a time. The editing team also shares that

we are male, female, transgender, and gender-queer; gay, lesbian, bisexual, heterosexual, and queer; African American, Latino/a, South Asian, and White; Jewish, Hindu, and Christian; foreign-born, immigrant, and U.S.-born. Some of us have learning disabilities and physical disabilities; are young adults, middle-aged, and elders; were born poor, working class, and middle class; use English as a first language and English as a second language. (Adams et al., 2010, p. xxiii)

Through this disclosure, they share that they have tried to build a book that addresses a multitude of perspectives. This book has been written with a classroom use in mind, and 140 different readings for reflection and discussion.

Research Approaches and Findings

Researching 12 different companies over six years was the approach that Thomas and Ely (1996) used to build their paradigm framework. The approach used was “interviews, surveys, archival data, and observation” (Thomas & Ely, p. 85). Through this longitudinal, three-part approach, they found that the prior diversity approaches were no longer working to the benefit of the companies. In the research, they identified eight preconditions for companies that would move a company to the third paradigm of learning and effectiveness:

1. The leadership must understand that a diverse workforce will embody different perspectives and approaches to work, and must truly value variety of opinion and insight ...
2. The leadership must recognize both the learning opportunities and the challenges that the expression of different perspectives presents for an organization ...
3. The organizational culture must create an expectation of high standards of performance from everyone ...
4. The organizational culture must stimulate personal development ...
5. The organizational culture must encourage openness ...
6. The culture must make workers feel valued ...
7. The organization must have a well-articulated and widely understood mission ...
8. The organization must have a relatively egalitarian, nonbureaucratic structure. (Thomas & Ely, 1996, pp. 86-87)

All eight of the preconditions do not have to be in place, but most of the items must be growing in the culture.

Ely and Thomas (2001) went on to approach the issue of whether diversity impacted work groups in a positive or negative way based on the “group’s diversity perspective” (p. 234). In their previous writings they had used another term, paradigm. They indicated that

“consultants and managers interested in diversity have had to rely largely on some combination of common sense and good faith for the rationales that advance about why and how companies should address the issue” (p. 229). They found that researchers had focused on a diversity variable for specific impact. In their research, they were encouraging people to look at multiple variables, “race, ethnicity, sex, social class, religion, nationality, and sexual identity, all of which contribute to cultural identity” (p. 230), but the research had to focus on race due to a need for comparison across the three companies that they examined. They also could “control for power differentials between whites and people of color in the organization” (p.236). They wanted to examine this because it has not been consistently identified in the literature as to how an increase in minorities within an organization impacts the perspectives of the employees.

In the research by Ely and Thomas (2001), they indicated that

characteristics of diversity perspectives include the rationale that guides people’s efforts to create and respond to cultural diversity in a work group; normative beliefs about the value of cultural identity at work; expectations about the kind of impact, if any, cultural differences can and should have on the group and its work; and beliefs about what constitutes progress toward the ideal multicultural work group. (p. 234)

To obtain this information from the employees of the three service firms, they used qualitative tools, such as interviews, field notes, and observations, to build on their theory based on individual perspectives. They examined the high percentages of each company’s employees.

They found that in integration-and-learning perspective, which had been previously coined as the learning and effectiveness paradigm, “members of various cultural identity groups are potentially valuable resources that the work group can use to rethink its primary tasks and redefine its markets, products, strategies, and business practices in ways that will advance its mission” (p. 240). This paradigm is based on the thought that cultural identity assists in how employees make meaning of their experiences at work.

The influential work by Thomas (1990) examined what factors help companies to achieve the needed performance from a diverse workforce. The research included an examination of company programs and the related changes used to effectuate significant performance as compared to the competition. He recognized that “diversity is a change process, and the managers involved are change agents” (Thomas, p. 116). This resulted in his publishing ten guidelines for companies:

1. Clarify Your Motivation ...
2. Clarify Your Vision ...
3. Expand Your Focus ...
4. Audit Your Corporate Culture ...
5. Modify Your Assumptions ...
6. Modify Your Systems ...
7. Modify Your Models ...
8. Help Your People Pioneer ...
9. Apply the Special Consideration Test ...
10. Continue Affirmative Action. (Thomas, pp. 112-117)

Much research on diversity training effectiveness has been done through interviewing diversity managers, trainers, and directors for their perspective of program success (Arnand & Winters, 2008; Kormanik & Rajan, 2010; Sanchez & Medkik, 2004; Wentling, 2004). When Kormanik and Rajan (2010) interviewed the subject matter experts for their research, Kormanik disclosed that he had been involved in the delivery of the training for the entities in the research article. As such, he enlisted the help of a doctoral student who had not had a previous relationship with these entities to remove potential bias in the data collection. Many of the subject matter experts in their study had roles in the human resource development department. The academic diversity training for most human resource professionals includes one diversity course in their undergraduate program (Kormanik & Rajan, 2010). This limited amount of formal knowledge transfer led Kormanik and Rajan (2010) to posit that additional diversity

classes should be added to the curricula for human resource practitioners so that they are prepared for a role that still resides in the human resource department of most companies.

Hartel (2004) took an unusual approach in building a quantitative scoring system of diversity openness through a construction using qualitative triangulation to build a 7-point Likert-type scale. She utilized research that had been performed in United States organizations to examine companies in Australian society since they are starting to become “multicultural at an exponential rate due to the increasing migrant population” (p. 190). They provided the workers and supervisors with the opportunity to respond to the survey. One of the findings was that the organization must “conduct regular checks that everyone is included in task interactions and there is receptivity to dissimilar ideas and perspectives and to ensure that everyone is learning from each other and not just merely providing access to diverse people” (p. 196).

Sanchez and Medkik (2004) selected 125 supervisors or managers for their quantitative study of training participants and their coworkers perceived differential treatment (discriminatory treatment of a negative nature). These leaders were mostly male and white with a median age between 41 and 50. While the diversity training for these county employees was mandatory, the training was not frequently offered, so only 50% of the leadership had completed the training. Of the participants, 69 attended the training and were matched with the remainder who still were untrained as a control group. After the training, coworkers who were similar gender and ethnicity were asked to rate the differential treatment. Trainees, upon completion of the full day program, were very positive in their response to the training. However, non-white coworkers rated the trainees as having an increased differential treatment. This was not expected. The researchers then interviewed six coworkers. The themes that emerged were one of increased differential treatment to those they thought had caused their being selected for training. The training was

perceived as punishment. Sanchez and Medkik (2004) summarized that “resentful reactions could be blamed on an insufficient explanation of the criteria used to nominate trainees” (p. 531). Their research emphasized the need for feedback from those trained as well as those that may be impacted by the training. They also summarized that

the absence of posttraining coaching, trainees did not have a proper forum to vent their concerns. As a result, some chose to make public comments against the training program, whereas others decided to confront those whom they perceived responsible for their training nomination. (Sanchez & Medkik, 2004, p. 533)

They also felt that a one-day program may be a “quick-fix” that will not permeate the activities of the participants.

Chrobot-Mason (2003) performed a meta-analysis of the research regarding diversity training for managers and juxtaposed it with training that has been utilized for diversity in the world of counseling psychology. Chrobot-Mason’s examination of two different perspectives was appropriate because “managers ... serve similarly important functions such as regulating relationships and setting boundaries within the work environment” (p. 7). The “superior-subordinate dyad involves a unique relationship in which both members contribute to the quality of that relationship. One of the variables found to impact the quality of leader-member exchange is similarity and differences in demographic attributes” (p. 15). Chrobot-Mason was concerned that

organizational leaders, particularly majority members, may not be adequately prepared nor have the skills needed to deal with diversity issues and conflict ... due to increasing diversity in the workplace, it is now critical that managers become proficient in managing multicultural issues and interaction in the work context. (p. 5)

Chrobot-Mason summarized a three-stage process of managerial development with 20 multicultural competencies:

Awareness

1. Is aware of potential impact his/her values, attitudes and experiences surrounding diversity may have on workplace interactions
2. Understands the impact of institutional barriers (e.g., oppression, racism, and discrimination) on workplace interactions and outcomes
3. Demonstrates knowledge of cultural differences and how this affects work interactions
4. Is aware of the impact of societal discrimination on employees with different cultural backgrounds
5. Understands that employee differences can be an asset to the organization
6. Is aware of his/her affective responses (psychological and emotional) to different racial situations and issues
7. Is aware of barriers to communication across cultures/racial groups
8. Is aware of his/her own racial identity and is culturally self-aware
9. Understands potential privileges associated with be a member of the majority group in this society

Behavioral & Coping Skills

10. Values and respects cultural/racial difference in employees
11. Encourages all employees to understand their own sense of identity and its impact on others
12. Encourages diversity in ideas, opinions, work styles, etc.
13. Seeks to understand issues/needs from the minority employee perspective
14. Monitors his/her language and behavior to be appropriate and sensitive with regard to race and culture
15. Critically evaluates responses to racial situations and practices more effective ways of coping
16. Demonstrates flexibility in dealing with new worldviews and people who are different

Continuous Development (Action Plan)

17. Has a willingness and desire to learn continuously about one's own cultural identity and the implications of identity in the workplace
18. Works to eliminate bias, prejudice and discriminatory practices in the workplace
19. Takes steps to obtain and maintain minority representation in the workplace
20. Sees experiences outside the organization to enrich cultural understanding.

(p. 8-9)

Another type of diversity research used college students completing surveys that included questions about ethnic and cultural diversity issues (Cundiff et al., 2009) as related to the need for diversity initiatives. This research utilized a quantitative approach. These researchers have indicated the limitations of generalizing “to a multinational workforce” (Cundiff et al., p. 107)

when using college students. Cundiff et al. (2009) found that “attitudes toward diverse groups and ethnic/cultural empathy accounted for a large effect in the perception for more diversity initiatives and the ethnocultural empathy accounted for a large effect in behavioral intentions toward diversity training” (p.105). They found that “women were more likely to report having intentions to attend diversity training and perceiving a greater need for additional diversity programs” (Cundiff et al., p. 106). In addition, they found that “women displayed more ethnocultural empathy than men did for each construct” (Cundiff et al., p. 107).

Holladay et al. (2003) utilized both corporate employees and MBA students in the research about framing and delivery of diversity training. They defined frame as “a perceptual lens that directs individuals’ attention toward salient characteristics of a message” (p. 247). They want to focus on how message framing impacted employee attitudes about diversity training. Their research was quantitative. One of the focuses of the research was what courses were titled. They examined two titles “Diversity Training” and “Building Human Relations,” and labels “remedial” and “advanced” (p. 249). The respondents to their survey were from different corporations in a metropolitan area and students from a mid-sized university. They started out with 23 questions but found that two were not pertinent.

Holladay et al. (2003) had “predicted that the ‘Diversity Training’ title would be received less favorably” but found that “the participants in this study seemed to appreciate the directness of such a title in combination with another feature of framing ... broad focus for course content” (p. 258). Another finding of the research was that “the recommendation of a frame with advanced assignment and broadly focused content could serve to ameliorate the negative reactions of men and women by making everyone feel included” (Holladay et al., p. 259). The

research examined the perceptions of the respondents to naming of training, description of training, and labeling of training. No actual training was completed by the respondents.

Diversity may be a factor that should be examined in leadership performance plans (Kormanik & Rajan, 2010). While diversity implementation in specific units within a company is performed by some companies, just checking boxes on EEOC forms to help increase bonus percentages for leaders may not be the best way to gain buy-in from the workforce in general. Multiple researchers believe that to understand a specific organization, you must understand how all of its members understand diversity and the corporate conflicts that occur (Githens, 2011; Roberson & Stevens, 2006; Thomas & Ely 1996). One type of corporate conflict is retribution that occurs when an employee utilizes a new organizational development diversity effort that other employees see as a weakness in their ability. This can result in “explicit discrimination” (Githens, 2011). Yet, there is usually little to no feedback from the employees who may be diverse and would have a perspective on the programs which are impacting their work life. Research done by Wentling (2004) found that the average number of initiatives per year across the companies that she surveyed was 49.5 items (p. 170). This appears as a significant number of activities when considering that there are 52 weeks in a year. These companies are putting significant effort into building programs and initiatives, but most of them are more focused on awareness and compliance rather than change in behavior (Anand & Winters, 2008)

One way that Leigh et al. (2010) measured the amount of change caused by a leadership development initiative in Boston was to perform preprogram and post program assessments. The participants had to be nominated by their leadership, and potentially be diverse due to race or gender. The people who were in the comparison group were chosen by the participants of the first group because they were classified as people much like themselves, similar to a snowball

sampling approach. As such, neither group was randomly selected. The research used qualitative and quantitative methods. The survey was a reflective self-rating of ability on a scale from one to ten. The qualitative portion utilized observation of the classes that participants were receiving (Leigh et al., 2010). A finding in the qualitative analysis was that diversity issues within the activity itself were not addressed early enough so that all people in the program felt an inclusive environment, as demonstrated by a diverse participant addressing the group with concerns (Leigh et al., 2010). The authors recognized the limitations of the research caused by the area of the country and self-report bias. With the increase in the number of programs to help improve leader's capabilities with diversity competency, there does not appear to be an evaluation process that examines the programs for improvement (Leigh et al., 2010). It is also concerning that there were no interviews utilized to triangulate the observations documented by the authors.

Wentling's (2004) research focused on what helped and hindered diversity programs. She listed three barriers to the success of diversity initiatives: "(a) barriers of the work environment; (b) barriers of people in corporations; (c) barriers of diversity initiatives" (Wentling, p. 173).

Some themes found by Wentling included

people not understanding why diversity is important; people not seeing its value; lack of awareness of the value of diversity; people not knowing what to expect; people not understanding what impact diversity has on them personally; people with myopic thinking; lack of visionary people; and people not seeing the true value of diversity. (p. 174)

Case study has been used by some researchers to observe specific global companies to examine different assessment methodologies (Anand & Winters, 2008). Anand and Winters found that inclusion required both a "top down and bottom up strategy" (p. 364) that includes weaving diversity into all parts of training and initiatives so that it is continuous, not just have it offered in stand-alone classes. The training also included an enrollment process that required

certain prerequisites prior to more intense classes or initiatives. Many of the classes are built so that they delve into one type of diversity in-depth versus putting all topics into a class with little opportunity to discuss the multiple facets of each topic. Some of the companies involved in the case study include diversity discussion in team meetings and other events (Anand & Winters, 2008).

Thomas (2001) also used in-depth case study to examine career trajectories of 20 minority and 13 white professionals for three years at three companies. He found that there was a stark difference ... suggests that companies implicitly have two distinct tournaments for access to the top jobs. In the tournament for whites, contenders are sorted early on, and only those deemed most promising proceed to future competition. In the tournament for minorities, the screening process for the best jobs occurs much later. (2001, p. 101)

Thomas also found that the way that the employees evaluated their progression was different. Minorities “found the process of learning new skills rewarding” (Thomas, p. 101). Mentoring and peer networks were recognized by the minority executives as crucial to their success, with the mentors acting as “coach and counselor” (Thomas, p. 104). Part of the importance came from the actions of the mentors, they “protected their protégés by confronting subordinates or peers who leveled unfair criticism, especially if it had racial undertones” (Thomas, p. 102). Sometimes this protection occurs without the protected person’s knowledge. Thomas (2001) advocated that “organizations instead should provide a range of career paths, all uncorrelated with race, that lead to the executive suite” (p. 107).

Some researchers interviewed and surveyed all levels of employees to determine how they interpreted diversity and incivility in the workplace (Roberson & Stevens, 2006). They suggest that “investigating the relationship between different proportions of employee

demographics and the types of diversity accounts provided by those employees offers an avenue for exploration that is theoretically rich and of practical significance” (p. 388).

Incivility in the Workplace

One of the issues receiving more attention in the literature is incivility. This issue is taking a prominent place in corporate concern because of the results which include “erosion of trust and teamwork” (Githens, 2011, p. 47). With the diversity initiatives and acts of inclusion, scholars are finding the uncivil behavior is probably occurring involuntarily most of the time (Githens, 2011; Thomas, 1990). Incivility can occur to anyone at any point in time. One example of incivility that Thomas (2001) found was felt by mentors and mentees when one was a minority. Some of the issues were “negative stereotypes”, “public scrutiny”, and “peer resentment” (Thomas, 2001, pp. 104-105). These subtle forms of discrimination are not something that human resource departments are equipped to detect and address due to their understated nature (Githens, 2011; Thomas, 2001). Human resource development programs have not historically dealt with incivility that was not directly related to EEOC issues of discrimination. Incivility is usually seen by peers of the receiver within the workplace. As such, all employees must be sensitized to assist in the inclusion of all workers (Githens, 2011).

One type of incivility is caused by ethnocentrism in which the person makes a negative judgment against a group as a whole, not the individual persons they meet (Cundiff et al., 2009). Cundiff et al. (2009) explained it this way, “out-groups are blamed for their faults, whereas in-group members attribute imperfection to conditions beyond the group’s control” (p. 98).

Another concern is that organizational development interventions can subtly send a message that inspires uncivil behavior. Some of the interventions that are meant to have positive impacts but that occasionally have unforeseen consequences are empowerment and self-directed

teams (Githens, 2011). The organizational development framework should examine the culture, existing training, and levels of known incivility before adding more freedom through empowerment and self-directed teams. If there is not a maturing into the learning and effectiveness paradigm through proactive programs, introducing more team and individual initiatives into the workforce may put some diverse individuals at risk.

Additional Literature Discussed by Respondents

As interview respondents discussed their experiences, some of them specifically cited certain works that had influenced their thoughts on diversity and how they respond to others. One of those items was the updated version of Hofstede's (2001) work. Most business students, are exposed to the earlier version from 1980. The respondent to this research mentioned that she likes the updated version because it added a fifth dimension of long- versus short-term orientation. This new dimension was found in answers from respondents after 1985 using research designed by Eastern world countries. The newer version also added ten additional 7countries to the study. The United States scored a 29 on the dimension versus a 118 score in China for the Long-Term Dimension. This may explain why companies expect quick results in diversity training. The respondent in this paper was from India. India scored a 61 which was scored seventh of the 23 countries examined.

This same respondent also suggested a book about the bamboo ceiling by Jane Hyun (2009). In the introduction, the author writes, "Clearly, teaching the same management and leadership techniques to all professionals without regard for ethnicity, cultural heritage, and deeply held values could very well be counterproductive" (Hyun, 2009, pp. xvii-xviii). Most training takes a one size fits all approach. The book is meant to be used by those that are Asian for tips and techniques, and by non-Asians to understand the perspectives of their peers. The

respondent to my research uses this book to coach/mentor Asian employees in her workplace and to help people understand her perspective as a leader that has an Asian cultural heritage.

Another person provided information about the Forté Foundation.

Forté was founded in 2001 in response to a landmark research study, “Women and the MBA: Gateway to Opportunity,” which explored several key myths and misperceptions about business careers and why fewer women attend schools of business than schools of medicine or law. Women have been in mainstream business for over 30 years, but still make up less than 17% of corporate board members in America’s 500 largest companies. (Forté Foundation, 2014)

This foundation was not in place when the women in this research were working on their careers, but it may help women like them in the future. This blend of business and education, to help women, encourages people from both situations to volunteer with this organization.

Sara O’Reilly was kind enough to spend some time talking about her diversity experience in the corporate world that spurred her to start working with the Forté Foundation, which then led her to become a board member. One particular comment she made was about having her children when she was in her thirties. She was successful in her work environment, but when she went back to work after a birth, she felt like a “minority again” (personal communication, August 6, 2014). This different type of diversity came from her being a mother and having different thoughts about herself. She expressed that her work with the Forté Foundation helps “keep myself relevant...outside of her organization” (personal communication, August 6, 2014). She wants to have an impact at a national level. However, she does recognize, “Even in 2014 ... when you say you belong to a special group ... you can feel people’s eyes roll” (personal communication, August 6, 2014). This conversation suggests that people can do more than just research and write, we can have a greater impact through action.

Chapter III: Research Methodology

Rationale for the Study

The purpose of this qualitative study is to explore the perspective of the diverse employees as to the influence that different company diversity programs and initiatives have had on the levels of civility and respect in their workplace. The way that employees make meaning of their surroundings and treatment has been the subject of little qualitative research. However, Alderfer (1980) writes, “The more qualitative data are used, the more clients are encouraged to search for their own explanations” (p. 465). In the area of diversity, there are frequent quantitative studies due to the easy access of data from the EEOC. However, the impact of diversity programs cannot be measured using quantitative analyses alone when seeking to understand the influence felt from the perspective of individuals that are purported to be benefiting from the initiatives. A qualitative research approach garners the richest information since it “is enacted in naturalistic settings, draws on multiple methods that respect the humanity of the participants in the study, focuses on context, is emergent and evolving, and is fundamentally interpretive” (Marshall & Rossman, 2011, p. 2).

Basic Interpretive Research Design

The methodology used was basic interpretive research using interviews as the strategy. Marshall and Rossman (2011) explain that, “Raw data have no inherent meaning; the interpretive act brings meaning to those data and displays that meaning to the reader through the written report” (p. 210). The interviews consisted of a series of questions that was intended to assist the respondent to discuss critical incidents that occurred in their experience. This narrative inquiry was utilized to help the person tell their story in their own way, and at their own pace.

Creswell (2009) wrote that researchers can use narrative inquiry when studying individuals.

Narrative research is a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then often retold or restoried by researcher into a narrative chronology. (Creswell, 2009, p. 13)

The research utilized face to face interviews of people that have been exposed to different diversity programs or initiatives that were developed to help employees in a company that seeks to diversify its workforce, while enabling employees to learn how to interact and be efficient and effective during the changes. Because each person experiences the programs or initiatives differently based on their personal context, the best way to obtain their perspective was through a conversation using semi-structured questions to obtain their view on how the experience impacted their ability to function in the workplace. This critical incident protocol allowed them to focus on the most important factors of the experience from their perspective versus other information that they may have felt was extraneous.

Emergent design was utilized as more information was collected and adapted (Creswell, 2009; Krauss, 2005; Merriam, 2002); thus, semi-structured questions were the suitable tool. This was very important as most of the respondents chose to go into depth that was not anticipated for a specific question or sub-topic. As such, the processes were documented for the reader to understand how the initial data was collected, how the questions were formulated and changed, how the interviews were performed and transcribed, and tried to capture the setting in which the interviews were conducted.

To examine the perspective of the people affected, Patton (2002) suggests, “to gather such data, one must undertake in-depth interviews with people who have *directly* experienced the

phenomenon of interest; that is, they have ‘lived experience’ as opposed to secondhand experience” (p. 104). This was different from research of diversity discussed in the prior chapters. Many researchers have utilized surveys of the people providing the training rather than those living the experience. Reissetter, Yexley, Bonds, Nikels, and McHenry (2003) state that “the interview mode of data gathering, allowing individuals to speak of their experiences in as much depth as was comfortable for them, was a reasonable source of information” (p. 468). Roberson and Stevens (2006) found that, “the tone and content of written accounts suggested that many respondents felt comfortable to express strong views of the organization, its management, and the potential diversity initiative” (p. 383). This finding encouraged me to use interviews to further the research of diversity issues.

Population Selection

Since the research concentrated on a person’s feelings of being considered an “other”, which is not something that can be seen, the potential respondents were obtained using social media, emails, and word of mouth to identify individuals in the United States through convenience sampling. As respondents completed the interviews, some of them recommended others that would be interested in participating in the process which is snowball sampling.

People were interviewed if they had participated in diversity programs and initiatives to determine their knowledge about the programs as well as their perspective on how it impacts their daily work life. Through the use of language in their descriptions, I was trying to determine if the themes utilized in the discussion correspond to any of the three paradigms in the Venn diagram.

Selection of Participants

Once a respondent had been identified who was willing to share their experience about participation in diversity programs and initiatives in the workplace, a face to face meeting was scheduled at a convenient place and time for the participant. Up to 15 participants were sought that had a variety of diversity challenges, as self-defined. This purposeful convenience sample provided a variety of perceptions. Some of the participants then recommended other persons and provided an introduction. The pilot study, utilizing the proposed questions, found that each person describes their diversity challenge in different ways, usually not in the way the observer would potentially label the respondent.

Researcher's Role

I was the instrument that communicated the questions and transcribed the recorded interviews (Merriam, 2002; Patton, 2002). “The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork” (Patton, p. 14). To maintain rigor and to create an audit trail, I wrote in a journal before and after each interview to separate experience in performing the interview from that of the reflection provided by the participant.

One of the first things that was compiled in the journal was my experiences with diversity in the corporate environment. Being a middle-aged, Caucasian woman that studied business in undergraduate and graduate programs, I entered into fields of businesses and government that were predominantly staffed by Caucasian men. The roles included financial services; regulation and investigation; consulting; and process engineering. Marshall and Rossman (2011) advocate the disclosure of “insight that can stimulate a research project that come from one’s identity, experience and values (also known as biases)” (pp. 96-97). By recognizing and documenting

potential biases, I used this tool to help me separate the research findings from what I might have expected to develop.

Data Collection

Interviews. The interviews were held with individuals. “Individual interviews have a relationship-building quality if they are conducted competently and, as a result, are probably the most essential tool of any data collection” (Alderfer, 1980, p. 463). My experience performing diagnostic interviewing for the past 15 years as an internal and external consultant helped me to utilize descriptive, semi-structured questions in an interview guide adapted with permission from Kormanik and Rajan (2010) and Sage Publications (Appendixes A and B). Holliday (2007) indicates “Decisions about research instruments are made in gradual response to the nature of the social setting being investigated as its nature is revealed” (p. 8). In addition, “the written study for qualitative research must account for how the research steps interact with the individual setting” (Holliday, p. 5). The setting of the interviews were documented, as well as any context that could assist in the analysis of the stories conveyed by the respondents. During the pilot study, eating establishments were utilized as a relaxing environment to help the participant discuss issues that may be difficult to describe. As appropriate, this process of utilizing restaurants was used to allow the person to feel less of a corporate interview and more of a discussion atmosphere. A couple of the respondents chose to meet in their own homes for their comfort and convenience.

Fieldwork journal. Alderfer (1980) indicates that “every action should be taken with reflection on its likely effects” (p. 463). Before the research began, I documented my assumptions based on experiences and education. As the research progressed, I wrote in the

journal about the agreement or contrasts found in the actual responses provided by the participants. Marshall and Rossman (2011) suggest that researchers utilize “field notes devoted to self-reflection. These notes will be reflections on what worked (or not) in gaining access, entry, maintaining access, ethics, and gathering data. They will assist in the maintenance of the research instrument” (p. 97). Self-reflection was documented for each day of interviews, and before and after each interview. Through this reflection, adjustments were made to the order of questions, timing of interviews, or if there were any emergent themes in an industry or type of situation.

Interview protocol. The interview started with an introductory discussion to build rapport and then a statement: “I have some questions to elicit your experiences, but feel free to ask clarifying questions and discuss related ideas”. There was also a discussion of the definition of diversity for the purposes of this study. During the pilot study utilizing these questions, one of the respondents made suggestions that could be used in the research. She specifically suggested that the person can utilize examples to demonstrate the phenomena being discussed. This was added to the initial discussion. The adapted questions are:

1. Tell me about your personal experience with diversity at this company?
 - a. The definition of diversity used in this research is discussed at this time.
2. Can you describe any special components targeted to senior managers?
 - a. To specific teams of employees?
3. What is your understanding of your company’s stance on workforce diversity?
 - a. Do they have a plan?

- b. Is there anything specific that they are trying to do?
 - c. To what extent do you think your company is more or less effective in addressing workforce diversity issues, based on your experience?
 - d. Why?
- 4. Where and how could workforce diversity issues be addressed in your company that is not already occurring?
 - a. What level of the organization/management?
 - b. What are some of the things you would like to see them do differently?
 - c. What are the constraints or challenges to doing the things you have identified to address workforce diversity issues in your company?
 - d. What do you think are the key actions/changes needed to address these constraints or challenges?
- 5. If you talk to a person one on one about your diversity challenges, how do you describe your issues so that they understand your perspective?
 - a. How do you educate them about diversity from your perspective?
 - b. What are some of the tactics you use?

During the pilot study, most of the demographic information was provided by the respondent as part of the general discussion and answering questions. The questions asked to gather the information needed to assist in building an understanding of each person's perspective are as follows and were only asked directly if it was not obtained in the course of discussion:

How long with the company?

Gender?

Race?

Disability?

Age?

Highest education level achieved?

Other diversity you wish to disclose?

It was very important to be as neutral as possible as the people provided their responses so that they did not feel that they needed to respond in a culturally correct way. The participants could have expressed “social desirability bias ... in explicit assessments of sensitive topics” (Cundiff et al., 2009, p. 107). I tried to maintain a conversant style to build trust and rapport with each participant.

Protection of Human Subjects

Alderfer (1980) discussed the solicitation of non-public information and the confidentiality issues that result. He suggested that at every stage of data collection, the researcher should “explain the nature of the confidentiality that applies” (Alderfer, p. 464). The Institutional Review Board Application (Appendix C) was completed with an attached Informed Consent Document (Appendix D). I completed the CITI online training course and obtained a certificate which was valid until October 29, 2014 (Appendix E). I took great care and effort to protect the human subjects, their identities, and their right to privacy. Using pseudonyms in the recording and reporting of data to protect the anonymity of the participants was on tactic. An informed consent document, in English, was provided to each participant for their retention. Signed copies of the informed consent are maintained in a secure place. Since diversity is a

sensitive issue for corporations, the anonymity of the companies in which each respondent works was also maintained.

Data Analysis and Presentation of Findings

After the interviews were transcribed, they were reviewed for clarity. One of the respondents provided documents from the diversity program in which that respondent was a key facilitator in obtaining the information. This offered an opportunity to obtain additional information about actual experiences that were documented by facilitators of the program at that particular institution.

As the data was collected, and when the data collection was complete, I utilized an analysis process as described by Alderfer (1980). To analyze the data, qualitative methods reflect

a certain epistemology that include two main tenets: (1) that face-to-face interaction is the fullest condition of participating in the mind of another human being, understanding not only their words but the meanings of those words as understood and used by the individual and (2) that one must participate in the mind of another human being in order acquire social knowledge. (Krauss, 2005, p. 764)

In the study of diversity, facts have been established using quantitative data. However, when I took apart those numeric facts down to the component units, there were different feelings about diversity acceptance, inclusion, and civility in a particular setting by specific individuals. To do this type of meaning making research, “researchers often wish to retrieve similarly coded lines of text so that they can be systematically compared with one another” (Lampert & Ervin-Tripp, 1993, p. 201).

Through triangulation of interviews, literature and document review, and journaling, I was able to find themes that were in agreement and contrast with other researchers’ findings.

Trustworthiness and Credibility

It was important that the name of the companies and the responses of the participants remain confidential in written results. It was equally, if not more important, to build trust with the participants so that rich data was obtained that helped in the examination of the phenomenon. “There is a general consensus, however, that qualitative inquirers need to demonstrate that their studies are credible” (Creswell & Miller, 2000, p. 124).

Journaling before and after the interviews helped explore biases so that I could maintain objectivity in the interviews and maintain the trust of respondents. The act of performing pre and post interview journal entries helped me realize that I knew less about the people that responded with whom I had a previous relationship, than assumed. With each interview I pre-judged less, and just listened to understand the conversation that was being shared.

In determining validity, Creswell and Miller (2000) suggested “a two-dimensional framework that can help researchers identify appropriate validity procedures for their studies” (p. 124). As the researcher, I had to determine the length of time at the sites with the respondents to make sure that “the data are saturated to establish good themes or categories” (p. 125). The resultant time was approximately an hour of actual interview time with some pre and post conversation utilized to build trust and rapport to assure that their confidences were respected.

Chapter IV: Results

First Proposal

I originally wrote a proposal based on a case study approach. This was abandoned after spending more than a year contacting, negotiating, and being declined by over a dozen companies that are headquartered in the United States. Most of the companies approached are publicly known for their claims of diversity. Many of the human resource leadership of those companies were acquaintances and peers, who provided me with an introduction to the company leadership. The human resource personnel were supportive, and would then provide introductions to diversity councils, chief executive officers, presidents, or boards of directors. In most of the situations, these other leadership groups were also supportive. When these groups were supportive, the next phase of the process was to present to the legal and/or risk departments. In every instance that reached this stage, I received a written response that indicated that the risk to the company was too great to participate in the research.

One company was already participating in diversity research being conducted through another university. The others turned away an opportunity based on a perception that their employees might sue them based on participation in a research project. This type of response appears to be indicative of a problem that keeps companies from approaching the third paradigm of learning and effectiveness. By focusing on the EEOC requirements, the companies have an illusion that there will be no consternation on the part of the employees.

Respondent Information

Since there was such a positive response to soliciting volunteers when testing the semi-structured interview questions in the pilot, I decided to submit an updated proposal, Appendix C, to make changes to the protocol.

Table 1

Research Respondents

Fictitious					Education	
ID #	Name	Location	Industry	Gender	Age	Achievement
1	Samantha	S. Central	Government	Female	40	Master's
2	Wanda	S. Central	Education	Female	49	Master's
3	Betsy	Great Lakes	Financial Service	Female	45	Master's
4	Theresa	Great Lakes	Financial Service	Both	58	Bachelor's
5	Victor	Great Lakes	Media	Male	58	Bachelor's
6	Ginger	S. Central	Financial Service	Female	41	Bachelor's
7	Quinn	S. Central	Professional Service	Female	55	Bachelor's
8	Becky	S. Central	Caregiver	Female	32	Bachelor's
9	Diane	S. Central	Financial Service	Female	40	Master's
10	Tammy	S. Central	Financial Service	Female	50	Master's

When the updated proposal was approved, there were ten interviews completed from April through September of 2014. The information in Table 1 should be used to help the reader relate responses to the general information about each person by the use of a fictitious name.

The location corresponds to a particular section of the United States as defined by a Local Assistance map utilized by the Small Business Administration (2014). South Central states include New Mexico, Oklahoma, Arkansas, Louisiana, and Texas. Great Lakes states include Minnesota, Michigan, Wisconsin, Illinois, Indiana, and Ohio. While all of the respondents were

United States citizens, the location corresponds to where they were living at the time of the interview. Many of the respondents were not living in a part of the country in which they were born, educated, and/or raised.

I have spent most of my career working with financial service companies. This may have resulted in a higher number of people from this type of employer. My involvement in education and professional service industries may account for the remainder of the other participants as LinkedIn is specifically a social networking tool to help people build contacts based on the industry in which they work.

Two social media sites, Facebook and LinkedIn, were used to notify all of the people with whom I am connected that this research was being conducted. These two sites combined include over 450 people ages 18 to over 70. The respondents that completed the interviews were between the ages of 32 and 58. While the site connections included people of all educational levels, there were also similarities that half of the participants had completed a Bachelor's degree, and half had completed a Masters.

One of the most interesting outcomes of this research was the Male/Female response rate. This appears to match Cundiff's (2009) assertion that women see more need for diversity training and initiatives. Men originally responded with the same amount of interest as women. However, once the interviews were scheduled, men cancelled and/or rescheduled to the point of only one male interview being completed by the end of the summer. Only a couple of women rescheduled, and none cancelled.

Themes

After listening to the interviews and transcribing, rich points were identified. These were then grouped into themes shared by multiple respondents. While each person's experience was

personal and different, what follows are the themes that were shared by the greatest number of participants. After the set of themes were identified, I listened to the interviews again to find additional people that also expressed the theme in their interview, which may have been overlooked in the initial review and transcription.

General diversity experience. This theme was discussed by most people at the beginning of the interview to set the stage for how they viewed their experience in retrospect. Betsy started off by sharing that her diversity experience “has evolved over time”. She has been with the same employer for over 20 years; she indicated that she recognized that she needed to make changes along the way, “I just needed enough examples and opportunities to practice the change”. She sees this as, “I’m constantly fine tuning my personality and brand”. This is something that she feels has made her experience evolve; as she changes, so do the way that others perceive her.

Theresa has worked for multiple companies, but she stated that her “experience has been pretty consistent with most companies I’ve worked for”. She attributed this to her being clear about who she is. She does not feel that she has made major changes to her approach at different employers.

Ginger expressed that she has usually felt like the other. However, her stories that follow indicate that the current company for which she works has a higher degree of challenges than she has faced in the past. Even after seven years with the company, she still feels that she is new because she does not necessarily fit in with their cultural model.

Victor indicated that he did not describe himself as diverse until approximately 10 years ago when he joined a web-based communication company. Prior to that time, he was working for a male focused trade magazine. When he joined the web, he found that he was working with all

different types of people, not just men. He also found that he was no longer one of the smartest people on the team. They respected his experience and abilities, but they expected him to manage blog measures and metrics which was not his knowledge or strength. “Finally, the owner said stop ... let him work on what he’s best”. He feels that he would “have to go back to college” to obtain the proficiency to analyze the data needed in the new environment.

Diane has experienced different diversity challenges at different companies. When she was young, she found that her clothing defined her status;

The chefs that worked in the kitchen thought they were better because they wore the white coats, and I did not. I was 19 years old and I was female ... This one particular chef ... he was a jerk. He was fairly young, look like he just got out of school, but he was a brown-noser to the main chef. He was just doing what he had to do to work his way up, and it didn’t matter how he got there. He would talk to me; he would just look at me weird. He just demanded things. He wouldn’t do it with respect. There were a couple of times where when he was plating he would make smart comments ... I would just never respond. At that time, I didn’t have a leg to stand on. I was so young, and in this role, I wasn’t a fighter just yet. Ask me today and it’s a whole another story.

She explained that this experience helped her to build who she is today, a person with the ability to work with others.

Tammy shared her experience with diversity of thought at her most recent employer, “In the seven years that I was there, I saw that change from being open to hiring talent outside the field, to we have to hire someone with experience, end of story, period”. When asked as to why it had changed, she responded, “The leadership changed” in the local office.

Engagement in diversity programs at work. Many of the respondents indicated that they were formally involved in the diversity programs at their work, and not just recipients. Diversity programs and initiatives can include a variety of programs described in previous chapters. Mentoring, coaching, discussion groups, affinity and networking groups are some of the more prevalent seen by the respondents. Some of those programs were specifically working

on the first and second paradigms, and others were trying to actively move the organization to the learning and effectiveness paradigm. Most of these respondents indicated that they had volunteered for the opportunity because they felt that they could make a difference.

Samantha joined the diversity program when she first joined her employer 15 years ago. She felt she had a duty to do so. At the time, they were seeking people from different age groups who could help with communication across generational barriers in a specific part of the organization. She indicated her enjoyment while working on this initiative but was disappointed when she changed departments as she was no longer able to continue participation. This was an example of how different leadership in the organization had different priorities.

One of the tools used by her government employer is the DiSC Profile Assessment. She felt that this helped open conversations between employees in a small way. The website indicates that “DiSC is a personal assessment tool used to improve work productivity, teamwork and communication. DiSC is non-judgmental and helps people discuss their behavioral differences” (Personality Profile Solutions LLC, 2014). She would like to see the organization use more tools so that there will be more communication by the participants.

Wanda has been involved in the diversity program at her educational institution for several years, which had been led by the outgoing president. Wanda said that she was involved because “I think that people truly do not understand diversity”. She indicated that people believe that if they attend training, they are done and thus meeting the needs of diversity in the organization. Wanda was visibly excited as she talked about the workshops that she helped facilitate to support people in her organization understand that there is more to diversity than ethnicity and other EEOC items. She discussed that some of the things they found were “diversity of talents, gifts, needs, jobs, education levels, and interests”. She also discussed the

“great divide” between faculty and staff. Even though the faculty is on the front line as the face of the institution for the students, there are so many people behind the scenes that support all of the activities and those pieces of work do not always get the same level of respect.

The diversity initiative at her educational institution, that will be called ABC College, was contracted out to a small consultant company in the South Central part of the United States. The work was performed by team members of the education institution that would co-facilitate the conversations, which mirrors the direction provided by Anand and Winters (2008). The consultant and co-facilitators used the following questions/discussion topics:

- How to break our fears/barriers between groups to become diverse
- Diversity of thought rebalance of views using critical thinking integrated in teaching and learning
- Our stories and their impact on us
- Do departments have specific ideologies that differ from others?
- How do we generate more support, interest, and activities for Black History Month?
- What does it mean to be “authentic?”
- Co-op learning groups and diversity
- How does diversity fit into leadership?
- How can we be more understanding and accepting of diversity?
- Is the fact that we use the word “versus” so often as ABC College a red flag in our value of diversity?
- No Habla Espanol: Bridging language barriers
- What makes us not valued?
- Women’s history month
- Embracing the awkward
- How do we celebrate diversity through the arts
- Faculty versus staff: Closing the great divide
- Diversity on campus: Do we have it? Why or why not?
- How do we use diversity to promote community?
- How many intolerant people groups can we afford to tolerate?
- Should there be mandatory diversity training?
- What does diversity mean to you?
- Diversity training: Fears, and bridging > What is diversity?
- How does ABC College encourage other organizations to adopt its openness to diversity?
- Liberal vs. Conservative

- Retention of African American and Hispanic males
- Islam and Christianity in the classroom
- Just because I am poor does not mean I am stupid
- How do we generate more culturally diverse activities, celebrations and events on our campus?
- We don't have to agree to learn from one another
- Understanding the White Man: Majority or minority?
- How does society see diversity?
- Understanding recent immigrants from Mexico

This list of questions was used to facilitate discussion between different groups: faculty, staff, and students. Almost 100 people participated. In some instances, people disclosed information in the sessions, from their “Hidden Area” (Luft, 1982, no page listed) to use a Johari Window term. The output resulted in a YouTube video that is used to help applicants to the college understand how diversity is encouraged. Wanda is excited to present the information discovered in these conversations with the incoming president. She hopes that this activity will continue as it is a process that does not end, if done properly.

Betsy coaches Asians in her workplace. “I’m coaching Asians, especially to try and get them out of the veneer that they build around themselves, the walls that they build, and I give them my own examples of how I have broken through those. She wants them to have more success by not blocking their own path.

Betsy started coaching these women as part of the Women’s Network, not the Asian Pacific Forum. She shared that they are focusing on the following question, “What is it that I need to do to position myself for when the next role opens up”. These women want to move up to the executive level. Betsy is sharing her experiences to help them understand what will be needed to succeed.

Quinn stated how she approaches diversity, “So diversity, to me, is that you bring people from many different methods and walks and backgrounds to a company and how well do they

match”. She has a need for the employees of the firm to meet the work needs of her clients in delivering professional services. As such, she does not concentrate on any EEOC issues.

Theresa is currently acting as a mentor in her organization for new employees to help them transition into the culture so that they are successful. Theresa described this as helping “them navigate around certain things that they might not be aware of, especially ... very young”. She sees diversity as “giving opportunity” to people. She feels that the company is the best, as compared to all others for which she has worked. She has found that “nothing is homogeneous”. As an example, she talked about a diversity initiative, held a couple of months prior, to discuss the issues that transgender people face in society and the workplace.

Diane does not actively participate in diversity initiatives in her current company. She does not believe that you can train people how to accept diversity. She does recognize that she can make a difference in individual people’s lives; she informally mentors people that she has befriended.

Culture in the workplace. Culture can be anything that permeates the way people interact in a particular setting such as a neighborhood, state, country, or, in this study, a workplace. Culture is not something that is documented for a prospective employee to examine. It is felt once the employee joins the organization and interacts with people in the process of performing their assigned job.

Wanda expressed that the president of her university built a culture that was exploring diversity in different contexts. This is how she described the environment, “She is always about inclusion. Bridging the gaps. Bringing us together. She would weave it into different meetings. The senior leadership has been engaged. She made sure that diversity was always included. Her culture was: how can we help”. However, the new president is a white male. There is concern

that this continues a trend of tenure and upper leadership moving to a Caucasian environment that is serving a minority student base. Wanda is the only African-American leader at ABC College. She continues to have hope that the diversity work will help people change the culture of promotion and retention for minorities in her workplace. She would like to see it done through a culture of inclusion that is not about tolerance but focused on acceptance.

Betsy has seen two different types of leaders in the culture of her company. There are some that “just don’t understand how to work with an Indian” and others that are “culturally poles apart”. The other type of leader is one that is “so familiar and attuned to the cultural difference that people bring to the table and over time people have spent so much time in India that they have learned that Indians can bring a lot to the table”. An example of the corporate culture is the introduction of the book about the bamboo ceiling being introduced by the Asian Pacific Forum as a start of discussion by its members.

For Victor, the culture in his workplace was one of creativity. Victor’s discussion about his creativity as compared to others mirrored some of the themes found by Tsai and Cox (2012). He shared,

on the website they saw themselves as more creative. I see myself as more of a hybrid. It’s inscrutable. What makes it hard for me is that I am not as easily defined. I wouldn’t say that I’m generic, but I would say that I’m more of a generalist. Throw me in a situation, give me some rules, tell me how to do it and I can do it. Whereas some people don’t want to get down and dirty. For me, part of what I did is get into the guts of what I did to understand it.

However, he also expressed concerns about his perceived exploitation of the bright young people that are hired by his company. For many of them, this is their first professional job and they go far to always please the leadership because “they did not know better” that what may be

asked may be outside of normal requests by other companies. For one employee, Victor alleges that the employee is tied to his position due to his lack of *green card*.

The culture in Ginger's workplace centers on male based status symbols. This was demonstrated in her example,

in a meeting the other day it was 3 product line leaders, myself, and an analyst in the room. Myself and the analyst were females. The meeting started late because for 15 minutes there was conversation about the men's keys that were on the table. One of the men said, oh I see you drive a Porsche and the one being addressed said I see that you drive a Porsche as well. Then the other guy pulled out his keys and said I'm in the club, too. And so, the meeting was delayed for 15 minutes because they were talking about their Porsches, golf and we were completely excluded from the conversation. It was a meeting that had to do with capacity, planning, prioritization, start stop. We weren't engaged in the conversation at all. The next thing that I thought was going to happen was that they were going to pull out rulers and measuring themselves it was such a male conversation... After they got through that, which was well orchestrated by the man that set up the meeting, after they finished talking about their vehicles, golf, the gym and all of that, he then went in to talk about what he needed. He needed their support because he was going to go to a higher level of executives for money and resources and an executive position. He needed their support to get this funded and a head nod. So it was essentially a 3 minute conversation about business, the rest was about cars and the gym and how they would reach out to each other and text each other and they will meet out on the golf course. Then it was you have my thumbs up and my ok and if it comes up I will be your advocate and I will speak for you.

The irony of this example is that Ginger attended that meeting as a human resource representative to provide information about open positions, spans of control, and human capital availability. However, the culture and politics of the company did not utilize her knowledge, skills, and abilities to plan for business needs, in this instance.

Ginger also went on to share that the leadership is required to attend diversity training, but "There is a lot of talk, so they say the right things but their actions do not emulate what they say". She went on to explain "in order to meet numbers it's not necessarily find the right skill, right fit; right now the behavior has been go external ... so we are missing out on a lot of internal

diversity of thought”. With over 20,000 employees, she does not feel that they should be losing out on the opportunity to grow the people within the organization.

Quinn described the difference in culture in her workplace as one that centers on the way the work is designed and discussed with their professional clients. She takes a bigger picture approach to solve the client’s needs. Others in her office approach things on a task/project level and this causes friction in the workplace.

Becky shared that the culture in her organization is an older male perspective. While she is in her thirties, the median age for her company is 55. Also, the majority of the employees are male. She stated, “I think that frequently they only think that males can accomplish a task. I do get that, oh you can do that, yes I can program my own television”. Because she and her husband are young and not traditional as defined by the other employees, they are left out of the social opportunities in the small town where the organization is located.

Becky joined the organization at the urging of a leader that has been in place for 3 years. He is trying to drive a culture of change and learning, but with all change, it will take time. The organization is a non-profit. The new leader realizes that the culture must change to bring in more diverse people into the organization for the people that benefit from the non-profit.

Betsy expressed concern that the culture in the United States is getting more closed to others. If the country closes its doors, how will that impact companies that are located in the United States. She would like to see her employer continue to support employees taking the time to show interest and learn about others in the workplace.

Energy versus apathy. Another recurrent theme discussed was the way that energy was perceived in the workplace. This type of energy is demonstrated by recognizing opportunities for change and improvement, and then wanting to work towards implementation. Apathy is

demonstrated by the desire to keep things as they have always been. For Samantha, her coworkers express it as “don’t rock the boat”. She continues to demonstrate energetic approach to effectuate change to serve the people that are customers of her government entity, but there are people in the organization that enjoy the status quo and discourage the changes. While she is not the youngest respondent in this study, Samantha views her thoughts and ideas as part of a youthful energy that some people her same age do not exhibit in the workplace. She contemplated that her education may have spurred her quest to make things better. She expressed that it is expected that she talk at a basic level, or risk being seen as trying to act as if she is better than her coworkers.

Ginger also experiences a negative response to her demonstrated energy for change. “There is lack of inclusion on diversity of thought bringing new perspectives to the table and accepting those” by legacy employees. She defines a legacy employee as one that has been with the company for more than 15 years. When asked how she would describe herself, she responded “I still pull the new card”; this is after being with the company for seven years. When asked how this is demonstrated she responded, “They are normally shut down with the statement we’ve always done it that way” or they push it to another department like Compliance, Regulatory Affairs, Legal, or Human Resources. It is never a problem that they need to address. She explained further that this is especially apparent when the change involves IT dollars and the research to get it right might cause a delay in the project schedule. The legacy employee does not want to directly deal with change.

Theresa is happier in her environment because her energy in the workplace is accepted and rewarded. Energy is one of the items publicly sought by the company as a core value. All ideas are valued, even if they cannot be completed at the particular time that they are shared.

Betsy has experienced people calling her “Dr. Spock”. When asked if she saw this as a derogatory slur or a compliment, she responded compliment. She feels that her ability to “think six steps in front of people” and her being “all about precision and the fine-tuned machine” make her separate as “the world outside is not ready for me nine times out of ten”.

Politics in the workplace. A recurring theme is how politics impact the way people are treated in the workplace. This is not about political parties in local, state, or national elections. This type of politics is based on who holds power, and how they utilize that power.

Betsy expressed her view of politics in the workplace in this approach, “The ways of thinking, the ways we approach meetings, the way we play ‘political games,’ all those are very different in how I view and handle those versus how I see other people that I have known for 20 years view and handle”. Betsy considers herself adept at politics in her workplace, but it still can be a struggle when she vocalizes her concerns and the recipient expects her to utilize more diplomacy based on her cultural heritage. To combat this, she uses the power of suggestion to influence when a direct approach may not work with a particular individual.

Theresa does not feel she does well in the office politics arena. She expressed it this way:

I consider myself smart, and I consider myself capable and able to do just about anything that I put my mind to, but I’m not politically correct. I have never been politically correct. I think that’s always the expectations. It always feels like it’s an expectation that I’m gonna come in and go up the ladder to higher management eventually. That’s never my thing. It takes a certain kind of person that is comfortable with that, not that it’s good or bad, they just know how to do it, and they can get it done. I’m just not able to keep my mouth shut. But that’s very different, it’s the expectation from management that you learn how to navigate that and I have never learned.

As Theresa expressed these ideas, she was laughing at how freeing it has been that she knows what she wants and does not regret any of her activity to get where she is today. She is currently in management, but she specifically asked that she not be given a management or

leadership title. Theresa has the good fortune to have a leader who understands her perspective and helps her navigate her role successfully. She described it this way,

I was clear about that when I accepted the position. I said I'm not a ladder climber, she knows who I am she knows my personal history and my professional history. Just not me. It's just not something that I want to do and she said she understood. So, 2 months into the job, she asked me to start the team. It's only because I completely trust her, that she knowing who I am and how I approach things and that I'm very, very honest, almost painfully sometimes, that she was willing to go with that type of person to be a manager.

Because of her positive experience with her manager, she sees her role as one of a mentor for her employees so that she helps them learn, grow, and be successful in the corporate environment.

Samantha found that there are favorites in her workplace that are untouched when there is controversy. This type of political climate causes leaders to turn a blind eye when something occurs that involves one of the favorites. While there are many good people in the organization, all are not treated the same.

Ginger's culture example could also be used to describe the office politics of that Financial Services company with the additional comment she related, "I will speak for you and I'll talk to my bosses, bosses, boss to get this pushed through".

Quinn is experiencing positive support from the leadership in her organization:

The executive levels have put me there to make the change happen. The reinforcement to those people that they have a purpose and a place. It's about change management. At times that comes up in different ways, the home office has to stay in touch with the managing partner to make sure that they are taking the strategic and tactically day to day making it work.

Since her company is in a growth spurt, she shared, "It feels like it's not fully vetted but you have to just go with it because if you wait for it to be perfect then you will never get going". When there is something political in the work environment in which she does not feel compelled

to become involved, she says, “not my circus, not my monkeys”. This gave insight into how Quinn views the political climate in her organization, from time to time. She sees it as a circus which is an unusual way to describe a professional service organization.

Becky shared a potential political issue in the organization to which she belongs. There are no single women. All of the employees are married women with their husbands working in the same company. This is unusual in caregiving non-profits. While this organization is located in a small town, this situation may be driven by the current culture of a conservative two parent family dynamic.

Hiring manager granting an opportunity. This theme is about how a person in management that makes a hiring decision makes a positive impact in a diverse person’s life. When a leader recognizes talent, which may not be something seen on a resume, they are looking at the whole person’s potential to be a success in the particular company. These opportunities were not necessarily what the respondent was seeking, but they took on the challenge and grew from the event.

Theresa is currently in a management position leading a new team. She stated this is due to her manager and “only because I completely trust her”. She went on to share that her manager “was willing to go with that type of person to be a manager”. Theresa did not see herself in this role when she was recently hired by the manager, but she is evolving into her own style of being a manager and is getting more comfortable with the situation.

Diane was hired as a stewarding supervisor at 19 years of age. She told this story,

I didn’t know what I was applying for, I just went and applied. I don’t know if you want to call it luck. I got a great opportunity and I was hired as a Stewarding Supervisor at 19 years old. I got interviewed by a gentleman from Panama. So just the interview itself was interesting...I did not have experience. I had Pizza Hut experience. I had rinky dinky jobs while I was in college. I did not have real world experience that I

could put on my resume. I didn't have any supervisor experience. He said, I don't know what it is about you, but I see a drive in you and do you want the job. I said sure.

By her manager acting on her capabilities versus external attributes, she was able to grow into a role in which she succeeded.

Tammy had a similar experience. She changed industries. She described her manager's actions in this way, "He knew I was very capable of learning and doing it". After she had worked for him for a period of time, she asked him why he chose to hire her and she relates his response,

I read between the lines of your resume. If you understood a contract, you would understand a policy. If you worked with customer/clients at the law firm you could deal with the agents and policy holders. So, he made that association.

She also expressed that she had another manager at the same company that "would look at who the person was and bring them in and mentor and mold them into the business".

However, when another manager followed this person, he did not act the same, he had a "totally different vision and lens". This discussion of lenses correlates with Williams' (2001) description that people act in a way that is "identifiable, predictable, and at the heart of a person's beliefs and actions with respect to race, ethnicity, nationality, and culture" (p. 2). This manager had a corporate culture belief that people needed experience in an industry before they could be hired. However, that begs the question, how does someone gain the experience?

Betsy also expressed receiving an unusual opportunity from the CEO; even the way Betsy joined the U.S. based company performing a joint venture in India is an experience that most in the corporate world have not experienced. The CEO gave her a ten-day trial and did not even provide an offer letter until the trial ended. Now, after 20 years, she is still with the same company in an executive capacity because the company did not expect her to act based on some

preconceived mental model. Instead, the company and leaders with which she interacts sees the work capability. She is known as a person for fixing issues and building new opportunities for the company.

Specific Individuals and their Experiences

The qualitative approach was chosen to hear the stories behind the numbers that companies use. So, as important as it is to find the shared themes between respondents, it was even more important to share the stories that were so personal. Each person described themselves in a way that did not rely solely on one external factor that can be seen by others. In fact, most of them expressed frustration with the assumptions people made about them in the workplace based on what could be seen. What follows are specific incidents that each person shared to demonstrate issues in their interactions with others in the workplace.

Samantha. Samantha was one of the people that had initially been involved in diversity engagement work, for which she had volunteered her time when she joined her government employer. Over time, her hope for change in the environment of her employer has eroded. As she told some of her stories, tears came to her eyes.

To understand her perspective, you first need to know that she is of Egyptian descent. Because of this, people have assumed that she is Muslim and treat her with open hostility in the workplace. This is especially difficult for her because Coptic Catholics in Egypt, including her relatives, are mistreated by the Muslim majority. Her family came to this country to be able to worship their faith without prejudice issues. However, she expressed her challenge in trying to explain this to closed-minded people that do not want to hear her perspective. She wants to be viewed based on her work, not her national origin. Unfortunately, the results of what happened

on September 11, 2001 have left her with a group of people that do not live by the values of the U.S. forefathers.

Wanda. Wanda grew up in the South during a time when there were race riots. Since she is Black, she was raised by her grandparents not to go out after dark because it would put her in danger. She grew up in a racist environment and they emphasized to her that she had to be aware of how others perceived her. It was later in her adult life, and while building her career, that she found a mentor that helped her recognize that she could be perceived as a smart, professional woman. She shared the story,

I credit a woman that I worked with in Miami that was Cuban. I am an adult woman with a child and she says, Wanda don't think of yourself as a Black woman. Think of yourself as a professional woman. She helped me to overcome my feelings of being oppressed due to being raised in a racist environment.

This strong professional woman was the person that I know and interact. She wants to be viewed based on her professionalism, not based on her race. What complicated her upbringing was that her mother was considered a radical by her grandparents. As such, she was given conflicting views on how she should act that she did not resolve until an adult.

Wanda's new challenge is that her faith and values lead her to identify with Republican candidates. However, people in her work and personal life ridicule her because their perception is that African-American women are supposed to align with Democratic Party ideals. This has led to some open hostility. She wants her coworkers to respect her perspective and work ethic. What she experiences from others is judgment.

Betsy. When Betsy was born, her parents were in the United States, so she was a United States citizen born to parents of Indian descent. Her parents wanted to raise her with Indian

experiences and relocated back to India. She completed some of her secondary education in the United States.

Betsy's first corporate employer, in her early twenties, is the same multi-national company for which she works today. Betsy has never had exposure to a solely Indian owned company as an employee. She feels that her contact with ex-patriots in the financial services company helped shape the way that she maneuvers in the corporate world. Conversely, when people look at her, they see a woman of Indian heritage and expect her to act in a specific way. Betsy expressed it in this way when describing interactions with Indian employees,

in an office environment, there are certain rules and certain facts and certain jobs that women are asked to take on and locally women don't care about it because they don't think about what the options are. I was not one of those women when I went back because I had seen what the options are in this country. But it's so ingrained that it's hard to take it out of you.

By coming to the United States for education, she started to change the path of her corporate life.

While working in the United States, people in this country make similar assumptions. This can frustrate Betsy as she just wants to be seen as the professional executive that she is. She also wants to be viewed based on her body of work, not based on her perceived national origin; sometimes she does not experience this.

Theresa. The great thing about interviewing Theresa was her honest responses in her assessment of herself. While she has female sex organs, she admits that she has gender traits of both men and women. She has been known to wear Converse high tops in bright pink to work on casual days. The female side of her personality is not competitive for power in the workplace. The male side is rational, direct, and perceived by others as unfeeling.

Theresa is also casual in her management relationships. She states, "I feel more comfortable with being a manager if I think of it as being a teacher, mentor, or guide". This is

not uncommon in the business world, as exhibited in “men use conversation to negotiate status; women talk to create rapport” (Manning & Curtis, 2009, p. 292). Theresa has been made to feel that she is different because she does not have a strong desire to climb the corporate ladder for status; she may not be alone. Just because she is good at her work, why does she have to take increasingly demanding roles with titles and responsibility? This is the challenge that she faces in her environment.

Victor. This respondent volunteered to provide his insight based on his experiences in the last ten years of being the “other”. He moved from print media, which is male dominated, to web which is a mix. One of the ways that he felt different was his exposure to different parts of the job in his prior career. He explained, “I had a little bit of everything. I had the research, I had the graphics, I was not afraid of the computer. I was on a Mac, I was different than everybody else”. He sees his work as part of a process,

Before that last two to three years I had to know my stuff. I had to know PC stuff so that I could talk to people about what I did. I remember at one point in 2005, I was literally sitting next to a person so that they could understand what I do in a blog from start to finish. So, I sat with them for an hour to help them put together a software-based system... by showing them exactly how I did what I did on an old stripped-down system. It's a step by step process. What I do is creative, but it's also mechanical.

This idea of wanting to share his work was discussed with a deep sense of pride. He wants to improve the environment in which he works. He wants to be known for his knowledge, skills, and abilities, not based on his gender. This can be a challenge because people make assumptions about what he is able to do because he started in print media. People assume that he is going to be the stodgy old reporter from print media that is part of the caricature of television shows.

Ginger. In the last few years, Ginger completed her Bachelor's degree. This is quite an accomplishment for a single mom with two children. By getting her degree, she has made it possible to fulfill a dream and take a position in the human resources department of her company. Now, she feels frustration that she is not able to perform the duties as described when she talked about her culture and politics example,

what does the prioritization look like and if we look at the business as a whole, what's the best place to put in another executive? Should we have an impact analysis done? Should we look across the board to see if we should take from another area? Should we look at spans and layers? Should we have this discussion with other people?

These tasks and services are critical to the success of companies and take much time to learn and master. Unfortunately, her hard-earned knowledge, skills, and abilities are not utilized to their full potential which can be disheartening for her. She may not be respected for many reasons in the conservative environment in which she works. She shared that most people in her work environment do not know of her sexual orientation. She has pictures of her children but does not publicly display her partner as this could make her role harder based on the expressed attitudes of others at that company.

Quinn. She expressed that she had a very rough childhood living in a lower middle-class neighborhood with "drunk" parents. This helped her develop a "low tolerance for bullshit". While she is analytical, she is also creative and loves music, and participates in a music ministry.

When people look at her, they assume that she has some of the same experiences as a middle to upper class individual. However, those mental models do not match her experience. In fact, she expressed that being a divorced woman has been a challenge to others in their acceptance of her.

Becky. The one external distinguishing factor for Becky is her height. She shared that she is over 6 feet tall and in the United States only 3% of people fall into this category. She has been told that her height is intimidating. When a person meets her, she is anything but intimidating. Again, the external might inhibit the opportunity to get to know her in a deeper, more meaningful way.

Becky has lived in the United States and abroad as her father is a successful business person. These experiences helped her to see people from the inside out, versus how they judge her. She brings these experiences to the young women that she cares for in her charge. These girls are suspicious of others due to their being orphaned, abused, or turned away by their families. Becky uses her differences to help them understand that everyone feels “the other” and it is how you respond to that issue which defines you more than the difference.

Diane. She felt that she learned much from her first job in a hotel providing services to family events and conferences. This job involved her managing all men. Some were even work release prisoners from jail. She earned their respect by getting her “hands dirty” and her willingness to do whatever it took to get the jobs done to serve the customer.

Diane is very athletic. She played multiple sports in college.

In college I experienced a lot of diversity too. We were all on scholarships and I was a point guard on the basketball team. I was five feet five inches, and I was playing against African American six foot to six foot five inch girls. It wasn't heard of for a Hispanic person to be the point guard and run the team. So you got some of the players that didn't respect you ... in soccer as well. We had a lot of people from Africa, Germany, and Micronesia. It was just so diverse ... I call that extreme diversity because, wow, I had never met people from these countries.

She summarized, “I learned that I could manage anybody.”

She likes to dress comfortably and do any type of work, regardless of gender stereotypes. Because she is attractive, men make assumptions about her that she tries to help other young

women deal with as part of her informal mentoring, personally and professionally. She has tried to maintain a professional distance with ardent admirers without harming the trust and rapport that she tries to build. This is one area where she became extremely emphatic, in the interview, about how people should not be judged by their exterior.

Tammy. When discussing her diversity in the workplace, she talked about how she changed from the legal industry to financial services. This describes her attitude about the change, “I had come from a completely different field. My approach was that I need to learn as much as I can as quickly as I can”. Her learning agility helped her succeed in her job. Unfortunately, her company relocated the office. Tammy chose not to uproot her family for the corporate move.

Now, Tammy is pursuing the completion of a doctor of philosophy. This will help her move to the next professional phase of her life. She will utilize her corporate nimbleness to find a new opportunity.

Summary of Respondent’s Input

While each of these respondents had different life paths that brought them to this study, they shared similar themes and beliefs. None of them shared any bitterness. They reflected back on the diversity experiences and information from the perspective of learning opportunities that have helped them to grow into who they are today. They participated because they believe that there is an opportunity to help spur discussions that might make the journey simpler for others.

All of these respondents are successful in their industries, in a position that is comfortable, yet challenging for them. They have rich lives that involve helping others in their workplace, families, and communities. They were open and honest about their experiences which made this study possible.

Chapter V: Discussion and Recommendations

Discussion

From the very beginning of the doctoral program, I knew that performing a qualitative research project to get the perspective on diversity was what would be pursued in my dissertation. During work experiences, I had not found that diversity occurs in the way that most companies discuss in trainings and formal programs. However, I could not find any research that discussed this perspective. While the original intent was to have a balanced gender focus, by virtue of the actions of the respondents, this dissertation is more heavily focused on those perspectives based on the respondents' experiences, who were 90% female. However, the themes discussed are universal: general diversity, diversity programs, culture, energy, politics, and opportunity. Those activities in the workplace, while described from a female perspective in nine of the interviews, were also felt by the white male, Victor, because he had a change in career where he was no longer in the majority.

What is most interesting is that the themes did not consist of the traditional items used in defining diversity by the EEOC. These issues are ones that may not be top of mind for the leadership of the companies in which these people work. However, they are the most important to the person that tries to be successful at their work in the business environment.

The group of people interviewed include gay, straight, married, single, Caucasian, Hispanic, African-American, Egyptian, Indian, male, female, and multiple age ranges. I left every interview with the desire to share their story so that, maybe, a person reading this research will approach another person differently going forward so that there is more inclusion in workplaces.

Every person interviewed wants to do the best job he or she can but find it can be a challenge. They continue to face the obstacles with the belief that they can make a difference. This was why they volunteered their time for the interview.

A dissertation committee member suggested that I ask the individuals that expressed interest, and then did not follow through, why the interview did not occur. Two people responded. The first was from one of the people that had tried to help with obtaining a case study in a single workplace for the first proposal. His email response was,

I think they want to talk about being diverse, but they couldn't make up their mind about what that really meant, and they delayed so long that the next bright shiny object came along for them to worry about. Nothing to do with you or what you were trying to do.

This is a great example of what happens in the corporate world on a daily basis. There are good intentions in many companies, but the reality of all the competing goals and external pressures get in the way of meeting those diversity needs expressed by individuals in this research.

Another individual wrote, “I am sorry, Michelle. The answer is sad but truthful: I forgot. It's the pains of a new associate in a large firm” (personal communication, September 19, 2014). His explanation reminds me that all of us are so busy that things fall down our list of priorities. Since corporations are composed of individuals, it makes sense that the same occurs on a larger scale, which impacts the individual.

General diversity experience. This theme is an example of Williams’ (2001) discussion of legacies. He wrote, “Think of legacy as a historic event, the nature of which was so powerful that its ripple effect continues to affect you today” (Williams, 2001, p. 8). The respondents shared their different experiences over time that have made them the people they are who are helping to build diversity and inclusion in their current corporate environments.

Engagement in diversity programs at work. While working on this theme in the paper, I remembered a poem that my grandmother, Margie, had in her collection of poetry that she kept in an antique secretary desk that sits in the hallway of my home. What follows is that poem; it typifies the attitudes seen while interviewing the respondents.

Somebody said that it couldn't be done
 But he with a chuckle replied
 That "maybe it couldn't," but he would be one
 Who wouldn't say so till he'd tried.
 So he buckled right in with the trace of a grin
 On his face. If he worried he hid it.
 He started to sing as he tackled the thing
 That couldn't be done, and he did it!

Somebody scoffed: "Oh, you'll never do that;
 At least no one ever has done it;"
 But he took off his coat and he took off his hat
 And the first thing we knew he'd begun it.
 With a lift of his chin and a bit of a grin,
 Without any doubting or quiddit,
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
 There are thousands to prophesy failure,
 There are thousands to point out to you one by one,
 The dangers that wait to assail you.
 But just buckle in with a bit of a grin,
 Just take off your coat and go to it;
 Just start in to sing as you tackle the thing
 That "cannot be done," and you'll do it. (Guest, 1941)

This positive attitude is what our workplaces need to make inclusion a reality. The context of this poem is ironically the same year that the United States had to face World War II. That war contributed to the diverse world we experience today.

Culture in the workplace. The positive and negative cultures discussed by the respondents are helping and hindering the success of their respective companies. "Fear of failure

can paralyze a person to the extent that opportunities are missed and achievement is reduced” (Manning & Curtis, 2009, p. 430). The most important thing that a company can do is to build an inclusive culture that recognizes the abilities of all employees.

Energy versus apathy. The participants followed a set of behaviors that

represent a high level of creativity:

- you continually search for better ways to do things;
- you have changed the whole approach to your work;
- you are well known for your creativity;
- your ideas are almost always used;
- you are innovative in your ideas and approach in work. (Manning & Curtis, 2009, p. 431)

Betsy was especially proud of this characteristic of her leadership capabilities. Each of the respondents do not settle for mediocrity. They act as leaders of innovation and creativity whether they have a formal leadership title or act as an emerging leader.

Politics in the workplace. Williams (2001) wrote about politics in the section discussing integrationists. The respondents to this study did not find many integrationists in their workplaces. If they had, they would have experienced people trying to find out “How can we ensure that intended and unintended barriers are broken down so that our differences are no longer organizational liabilities?” (Williams, 2001, p. 95). This is a major area of work that is needed to build workplaces of inclusion.

Hiring manager granting an opportunity. The critical incidents described by the participants showed that there are managers that believe in helping people develop in the workplace. These phenomena were discussed by Napier and Gershenfeld (2004) as group norms. Even though the United States values individualism, the leadership norm of finding people that have knowledge, skills, and abilities who can benefit a team or group, which can fill gaps that

other team members have, was an important theme discussed by the respondents. The opportunities they were given challenged them but helped them grow in their career.

Findings Using the Model

Each person described their current situation in their most recent workplace. Through those discussions, the respondent's perception of where the organization is in the growth process was plotted. This movement through diversity toward Learning and Effectiveness, is shown in Figure 5.

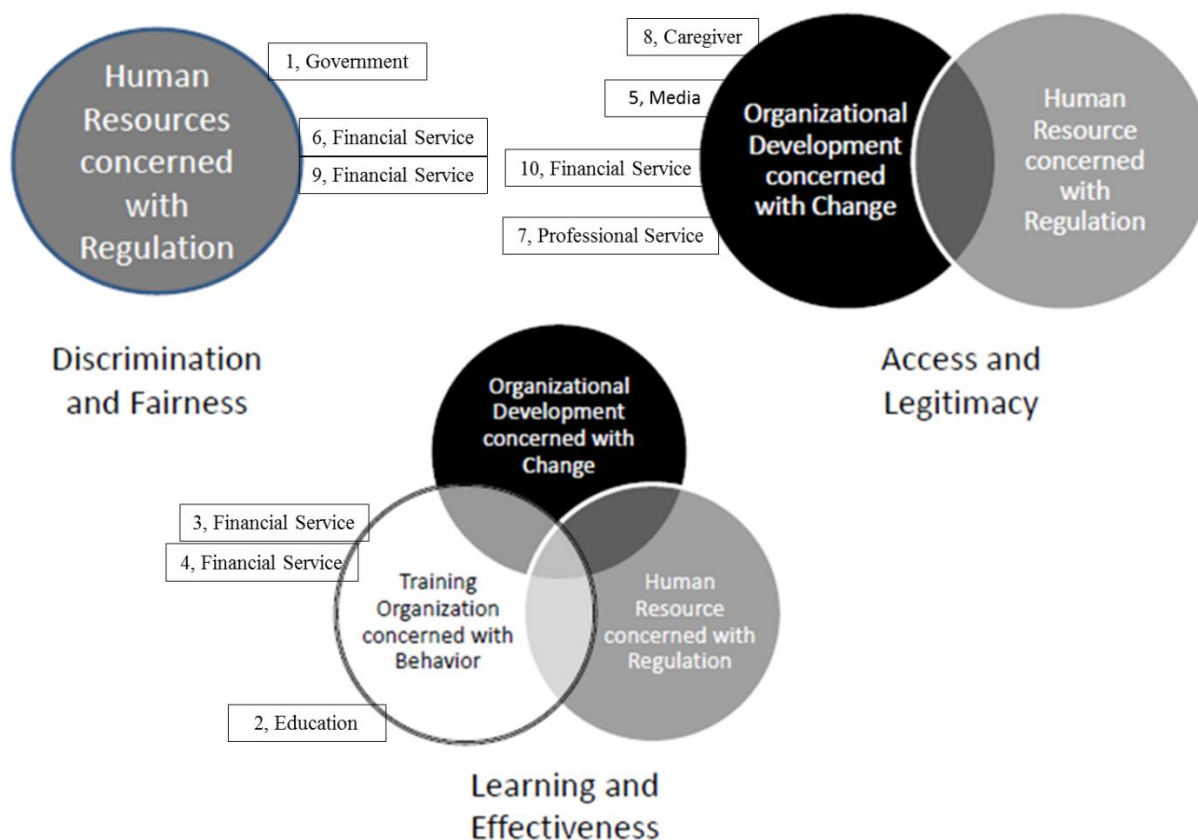


Figure 5. Venn diagram of the functional areas or thought processes of corporations as they are involved in the paradigms described by Thomas and Ely (1996). The individual respondent's number and industry are plotted on the paradigms.

As the reader can see, there were five different respondents from the Financial Service industry. However, all three paradigms were utilized by companies in the industry, as based on the perception of the person interviewed. This exemplifies the discussion with each respondent: there is a different culture in each organization which can then be perceived contrarily by individuals that are a part of the company. Betsy put this into perspective; she sees people in her company participating in diversity initiatives “a little more to the EEOC than the belief that there is an educational component of this. I’m not sure how much people take the educational side versus the EEOC side” (personal communication, August 2, 2014). Her company offers multiple forums and affinity groups. Employees do not have to check a box to join, they can join based on their personal experiences. For instance, a person that grew up in an African-American culture can join that forum, even if they are Caucasian.

While all of the respondents believe that people can change with respect to diversity, they mentioned specific examples where people are not treating others with civility and respect in the workplace. The people interviewed are successful in their field based on their knowledge, skills, abilities, experiences, and other competencies, but these items are not always considered by their peers and leaders when evaluating the value of the person. Ginger’s example of the meeting is an example of exclusion that was not civil or respectful because she did not own a Porsche, play golf, or have a specific title. There is still much work to be done.

Recommendations

After talking to a variety of people with diverse experiences based on the way that they perceive their environment, it appears to be more important to have open discussions, versus having a training built on telling people how to think. Diane expressed it well when she said that

people cannot be taught about diversity. People have to be willing to talk to each other and be inclusive. A traditional class will not make a difference that will continue for the long term.

To get to the third paradigm, learning and effectiveness, as described by Thomas and Ely (1996), there were eight items that should be present in an organization to pave the way for the change. One of the items, “The leadership must understand that a diverse workforce will embody different perspectives and approaches to work and must truly value variety of opinion and insight” (p. 86) was specifically described by the participants. This results in conversations instead of directives. This will also drive a culture where people feel valued. Many of the organizations in this research were still bureaucratic. This type of structure will not help people have conversations.

To facilitate conversations, there needs to be more use of tools and frameworks that drive conversations in a productive way. This is an example of Thomas and Ely’s (1996), “organizational culture must encourage openness” (p. 86). Wanda’s organization worked with a consultant to build a list of discussion items. While this dissertation did not have assessment of training and initiatives as a goal, that would be a productive next step when additional research is performed. Studying the different topics for discussion could help to define what types of items should be discussed at the different stages of a companies’ diversity and inclusion growth. In addition, there should be a review of how to prepare the facilitators to appropriately manage the conversations to help maintain respect and civility in difficult discussions.

While I was not successful in performing a case study of a single company, the next research that I would like to perform is a case study about diversity and inclusion conversations, a more focused review than the research question in this research study. This research might help the legal and risk departments of future companies approached review the limited scope in

conjunction with the work that is occurring in their organization. Perhaps this will lead to more review of what is occurring in companies, or even work units. Because of the different cultures and politics of each company, or even location, it is important for companies to approach diversity in a reflective way and seek external help. As found in this study, most companies have not moved to learning and effectiveness. This requires more work than some companies may be willing to expend.

The workplace is where people spend a tremendous amount of time, and as such needs to be a place of continued improvement so that all feel respected and valued. It continues to be a place where many people may experience demoralizing activities that do not allow them to grow into the highly productive people that they can be. This research is only a small step on an extremely long journey.

Future researchers should consider working to obtain respondents living on the East and West coasts. The work environment may be different, and their experiences and definitions of their specific diversity could add to the body of perspectives. Another opportunity lies in specific industries to determine if there are any specific opportunities for conversation focus based on the experiences of specific work. Since the qualitative research in diversity is limited, there are countless ways to approach the next steps. The most important thing is that the work continues.

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Appendices

Appendix A

Cox, Susan

From: Martin B. Kormanik <mkormanik@odsyste.ms.com>
Sent: Tuesday, September 04, 2012 7:06 PM
To: Cox, Susan
Subject: Re: Article Published in 2010

Follow Up Flag: Follow up
Flag Status: Flagged

Michelle,

Thanks for your interest. Yes, it would be fine for you to use our questions in your study. Good luck!

Martin

Dr. Martin B. Kormanik
 President & CEO
 O.D. Systems
 1200 Prince Street
 Alexandria, VA 22314
 (V) 703-683-8800
 (F) 703-683-8906
<http://www.odsyste.ms.com>
http://www.linkedin.com/profile/view?id=28312181&trk=tab_pro

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On Sep 3, 2012, at 9:48 PM, Cox, Susan wrote:

Dr. Kormanik:

I am a doctoral student and adjunct professor at the University of the Incarnate Word. Currently, I am building my dissertation proposal. While performing my literature review, I found the article you co-authored with Harminder Chyle Rajan.

Would the two of you consider allowing me to adapt the questions you used in your research to a different group? My dissertation is examining the effectiveness of diversity programs from the perspective of diverse employees.

If you would like to talk about my request, please give me a call at the number listed below.

S. Michelle Cox
 210-887-3471
smcox1@uiwtx.edu

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Appendix B

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Title: Implications for Diversity in the
HRD Curriculum Drawn From
Current Organizational Practices
on Addressing Workforce
Diversity in Management
Training:

Author: Martin B. Kormanik, Harminder
Chyle Rajan

Publication: Advances in Developing Human
Resources

Publisher: Sage Publications

Date: 06/25/2010

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Appendix C

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UNIVERSITY OF THE INCARNATE WORD

UIW PROTOCOL REVISION AND AMENDMENT FORM



Instructions: Please complete this form and attach your research documents with any changes to it (such as consent forms, supportive materials, flyers, questionnaires, surveys, letters, etc.). Revisions can be defined as a revised or new version and Amendments can be defined as a correction of alteration. Along with the form, submit the original IRB, the revised version **with the changes highlighted**, and the rationale for the changes. It is important that you fill in all information below.

PRINCIPAL INVESTIGATOR		
Principal Investigator: S. Michelle Cox E-mail: smcox1@uiwtx.edu	Are you: <input checked="" type="checkbox"/> Faculty (Adjunct) <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Graduate Student (PhD) <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Other	THE CURRENT STATUS OF THE PROJECT IS: <input checked="" type="checkbox"/> Currently in Progress (# of Subjects _____) <input type="checkbox"/> Project Not Yet Started (No subjects entered) <input type="checkbox"/> Closed to Subject Entry (Remains Active)
Address: 26123 Upton Cove, San Antonio, TX 78260	Department: Education	Phone Number: 210-887-3471
Title of Study: Diversity Programs: Learning and Effectiveness as Viewed through the Eyes of the Diverse		Protocol Number: 12-04-006
THIS SUBMISSION CHANGES THE STATUS OF THIS STUDY IN THE FOLLOWING WAYS		
<input checked="" type="checkbox"/> Protocol Revision	<input type="checkbox"/> Addendum (New Consent Form)	
<input type="checkbox"/> Protocol Amendment	<input type="checkbox"/> Revised Consent Form	
<input type="checkbox"/> Closed to Subject Entry*	<input type="checkbox"/> Other	
*If you would like to terminate this study, please submit a Study Completion Form.		

RESEARCH INFORMATION
<input type="checkbox"/> The proposed change includes (Check all that applies.): <input checked="" type="checkbox"/> Changes in the research procedure(s) (including manipulations, assessments, etc.) <input type="checkbox"/> Changes in survey/interview/data collection instrument(s) <input type="checkbox"/> Change in study title <input type="checkbox"/> Changes to the approved research sites (Attach letter of support if adding outside site.) <input type="checkbox"/> Change in funding status <input type="checkbox"/> Addition to the investigative team (Complete Change in Study Personnel (a) of this form.) <input type="checkbox"/> Deletion from investigative team (Complete Change in Study Personnel (b) of this form.) <input type="checkbox"/> Changes to the number of approved subjects (Provide justification.) <input type="checkbox"/> Changes to the consent form(s) (including the addition/deletion of a consent document) <input type="checkbox"/> Translation of consent form (Use Spanish Translation Template.) (Attach Translation Verification Form.) <input checked="" type="checkbox"/> Recruitment material (flyers, etc.) <input type="checkbox"/> Other

DocuSign Envelope ID: 5B67D2AC-2EAF-48B0-9D52-0A773A5A2909

CHANGE IN STUDY PERSONNEL			
List additions to the investigative team including: <ul style="list-style-type: none"> Principal Investigator(s), Faculty Sponsor, Co-Investigator(s), and All Study Staff Who Interact with Subjects or Private Identifiable Data. <i>Note: All study personnel must complete Human Subjects Training prior to approval.</i>			
Research Staff Name:	Role in this Research:	CITI Training Completion Date:	Contact Information:
List personnel to be deleted. (Previous members of the investigative team who are no longer involved with this study.)			

SIGNATURES		
Original Signatures are required. This application will not be processed until all signatures are obtained.		
Signature of the Principal Investigator The undersigned accepts responsibility for the study, including adherence to DHHS, FDA, and UIW policies regarding protections of the rights and welfare of human subjects participating in the study. In the case of student protocols, the faculty supervisor and the student share responsibility for adherence to policies.		
Print Name of Principal Investigator: <i>S. Michelle Cox</i>	Signature of Principal Investigator: 	Date: <i>4/21/14</i>
Signature of Faculty Research Supervisor – Required By signing this form, the faculty research supervisor attests that he/she has read the attached protocol submitted for IRB review, and agrees to provide appropriate education and supervision of the student investigator above.		
Print Name of Faculty Supervisor: <i>Dr. Dorothy Etting</i>	Signature of Faculty Supervisor: 	Date: <i>4/22/14</i>

APPROVAL SIGNATURE(S)		
Signature of the IRB College/School Representative: Name of college or school:		
Print Name of College/School Rep.: <i>MICHAEL R. KISAU</i>	Signature of College/School Rep.: 	Date: <i>4/23/2014</i>
Signature of the IRB Chair (if needed)		
Print Name of IRB Chair: <i>KEVIN B. VINCIGUAS</i>	Signature of IRB Chair: 	Date: <i>4/23/2014</i>

Application for Institutional Review Board Approval Form
University of the Incarnate Word

(PLEASE TYPE INFORMATION)

Title of Study: DIVERSITY PROGRAMS: LEARNING AND EFFECTIVENESS AS VIEWED THROUGH THE EYES OF THE DIVERSE

College/School or Division/Discipline: Dreeben School of Education

Investigators			
Principal Investigator - A UIW PI must be designated for all projects in which UIW is engaged in research.			
Name: S. Michelle Cox	Phone #: 210-887-3471	E-mail: smcox1@uiwtx.edu	Address: 28123 Upton Cove San Antonio, TX 78260
Co-Investigator(s) - List all co-investigators and provide contact information on each one			
Name: Click here to enter text.	Phone #: Click here to enter text.	E-mail: Click here to enter text.	Address: Click here to enter text.
Faculty Supervisor of Project, Thesis, or Dissertation			
Name: Dr. Dorothy Ettling	Phone #: 210-829-2764	E-mail: ettling@uiwtx.edu	Address: University of the Incarnate Word

Research Information		
Research Category: <input type="checkbox"/> Exempt <input type="checkbox"/> Expedited Review <input checked="" type="checkbox"/> Full Board Review		
Purpose of Study: The purpose of this qualitative case study is to explore the employees in one company as to the influence that company diversity programs and initiatives have had on the levels of civility and respect in their workplace from the perspective of the diverse. By understanding the diverse recipient's perspective, changes to programs or initiatives may result when provided to the company.		
Number of Subjects: Up to 30	Number of Controls: None	Duration of Study: Up to 2 years.
Does this research involve any of the following:		
Inmates of penal institutions	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Institutionalized intellectually handicapped	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Institutionalized mentally disabled	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Committed patients	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Intellectually handicapped outpatient	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Mentally disabled outpatient	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Pregnant women	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Fetus in utero	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>



Viabile fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nonviable fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dead fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
In Vitro fertilization	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minors (under 18)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
For each "Yes", state what precautions you will use to obtain informed consent? N/A		
How is information Obtained? (Include instruments used. Attach copy of instrument to this application.) Information is obtained through face to face interviews and documentation requests from the company		
Confidentiality – Are data recorded anonymously? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If answer is "No", how will the study subjects' confidentiality be maintained? If the participant or researcher mentions their name or the names of others, in the interview, it will be transcribed to a pseudonym. Documents provided by the company will be redacted for confidentiality of the company and its employees in the triangulation analysis. All documents will be kept in a secure location and will be destroyed after a reasonable time.		
Benefit of research: This study will give diverse members of a company the opportunity to provide feedback about their needs from a diversity program. Since they will be anonymous to their employer, they may feel able to provide information about their perspective without concern about retribution. This single employer study will utilize adapted questions posed to leaders in past research, but the information would illuminate a different perspective by not being limited to leadership which is statistically more male dominated.		
Possible risk to subjects: There is not potential risk known to the subjects.		
Funding Source: None	Funded by: N/A	Grant Proposal Pending: N/A
		Not Funded: <input checked="" type="checkbox"/>

CHECKLIST:

- Research protocol ☐
 Informed consent documents ☐
 Instruments used for data collection ☐
 CITI certificate of training on the protection of human subjects ☐

If change in research occurs the Board must be notified before research is continued.

SIGNATURES		
Original Signatures are required. This application will not be processed until all signatures are obtained.		
Signature of the Principal Investigator The undersigned accepts responsibility for the study, including adherence to DHHS, FDA, and UIW policies regarding protections of the rights and welfare of human subjects participating in the study. In the case of student protocols, the faculty supervisor and the student share responsibility for adherence to policies.		

Print Name of Principal Investigator: <i>S. Michelle Cox</i>	Signature of Principal Investigator: 	Date: <i>4/21/14</i>
Signature of Faculty Research Supervisor – Required By signing this form, the faculty research supervisor attests that he/she has read the attached protocol submitted for IRB review, and agrees to provide appropriate education and supervision of the student investigator above.		
Print Name of Faculty Supervisor: <i>Dorothy Effline</i>	Signature of Faculty Supervisor: 	Date: <i>4/22/14</i>
Signature of Co-investigator(s)		
Print Name of Co-Investigator: 1. Continue if there are more co-investigators. All must sign.	Signature of Co-Investigator:	Date:

APPROVAL SIGNATURE(S)		
Signature of the IRB College/School Representative:		
Print Name of College/School Rep.:	Signature of College/School Rep.:	Date:
Signature of the IRB Chair (if needed)		
Print Name of IRB Chair:	Signature of IRB Chair:	Date:

Application Number: <i>13-04-006</i>
The Researcher must use copies of the stamped consent form. Other communications to the study subjects must also be stamped with the IRB approval number. Electronic surveys must have the IRB approval number inserted into the survey before they are used.
IRBs are filed by their number and helps the Graduate Office keep track of submissions and communications. Please refer to this number when communicating about the IRB.

Appendix D

Informed Consent for Qualitative Research Study

Title: Diversity Programs: Learning and Effectiveness as Viewed through the Eyes of the Diverse

This information is provided to help you decide if you would like to participate in this study on your company's diversity program from your perspective. You are free to decide whether you want to participate or not. You can withdraw at any time without affecting your relationship with S. Michelle Cox (primary researcher), or the University of the Incarnate Word.

The purpose of this study is to obtain information from people who consider themselves diverse and are affiliated with a company or institution that has a diversity program. By examining the responses, the researcher seeks to obtain data about diversity programs from the perspective of the people whom the program is intended to assist.

Data is being collected by a semi-structured interview that will be recorded for transcription upon the participant's approval. Your name will not be associated with the findings in any way. Only the researcher will know your identity. Pseudonyms will be used for your name, company, and any other identifying information.

Please ask questions before or during your participation about this study. There are no known risks associated with this study. The expected benefits are the opportunity to obtain data about diversity programs. If you wish to continue with the interview, and are older than 18 years of age, please check the box below indicating your agreement to participate and have the interview recorded.

Primary Researcher: S. Michelle Cox, University of the Incarnate Word (smcox1@uiwtx.edu)

Institutional Review Board, Dean of Graduate Studies and Research (210-829-2759)

☐ Yes, I agree to participate in this qualitative research study.

Signature_____ Date_____

Appendix E

Course Completion History

Page 1 of 1

Susan Michelle Cox (Member ID: 1983835)


CITI Collaborative Institutional Training Initiative
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Course Completion History

Institution: **Public Access****SBR Course in the Responsible Conduct of Research Curriculum****Social and Behavioral Sciences RCR Course For Unaffiliated Learner - NO COMPLETION REPORT**

This Learner Group is for **Social & Behavioral Research (SBR)** investigators, students and staff from institutions that are NOT member participants in the CITI Program. You must complete all required modules and case studies before a Completion Report will be generated for you.

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed
1. Basic Course	5178802	10/30/10	Completed	Completed	89	85	10/30/10	10/29/14	Modules Completed

 See archived completion reports you earned when affiliated with Public Access (covers May 2004 through December 2006)

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