


2010

Managing for Diversity 2010

Morgan Cottrell

University of Connecticut - Storrs

Follow this and additional works at: <http://digitalcommons.uri.edu/sadcd>

 Part of the [Higher Education Administration Commons](#), and the [Interpersonal and Small Group Communication Commons](#)

Recommended Citation

Cottrell, Morgan, "Managing for Diversity 2010" (2010). *Student Affairs Digital Community Development*. Paper 12.
<http://digitalcommons.uri.edu/sadcd/12>

This Article is brought to you for free and open access by the The Community, Equity, & Diversity Collections at DigitalCommons@URI. It has been accepted for inclusion in Student Affairs Digital Community Development by an authorized administrator of DigitalCommons@URI. For more information, please contact digitalcommons@etal.uri.edu.

Managing for Diversity



Morgan Cottrell

Learning Objectives

- To gain awareness of the benefits of diversity
- To understand the negative effects of diversity under certain conditions
- To expand knowledge related to the components of ineffective and effective diversity initiatives
- To apply learning through an experiential learning activity

Presentation Overview

- Why diversity is important
- Benefits of diversity
- Challenges with diversity
- Diversity training
 - Ineffective
 - Effective

Why Diversity is Important

- Changes in the world (Johnson & Johnson, 2009)
- Competitive advantage in workforce (Roberge & Dick, 2009)
- Emerging student populations

What are the benefits of
diversity?

Benefits of Diversity

- ◉ Decreases stereotyping and prejudice
- ◉ Increases the diversity
- ◉ Renews the vitality of society
- ◉ Increases achievement and productivity
- ◉ Increases creative problem solving
- ◉ Fosters growth in cognitive and moral reasoning
- ◉ Fosters perspective taking

(Johnson & Johnson, 2009)

Benefits of Diversity in Group Performance

- **Broader range of task relevant knowledge** (Roberge & Dick, 2009)
- **Creativity and innovation in work** (Roberge & Dick, 2009)
- **Increases team learning behaviors** (Roberge & Dick, 2009)
- **Increases sophisticated thinking** (Johnson & Johnson, 2009)

Challenges with Diversity

Three Frameworks

Informational Diversity

Social Category Diversity

Value Diversity

Informational diversity

[Education, Functional Area, Position Within the Workplace]

- Increase in task and process related debates

- Deciding on “what” to do and “how” to do it

(Jehn, K. A., Northcraft, G.B., Neale, M.A., 2009)

- Increase in turnover due to lack of cohesion and increased conflict

(Johnson & Johnson, 2009)

Social Category Diversity

[One's identification within the social categories society has created. It can be self-identified or perceived by others. Example: ethnicity, gender, sexual orientation, etc.]

- Increased relational conflicts
- Less relevant over time

(Jehn, K.A., Northcraft, G.B., Neale, M.A., 1999; Johnson & Johnson, 2009; Watson, W.E., Johnson, L., & Merritt, D., 1998)

Value Diversity

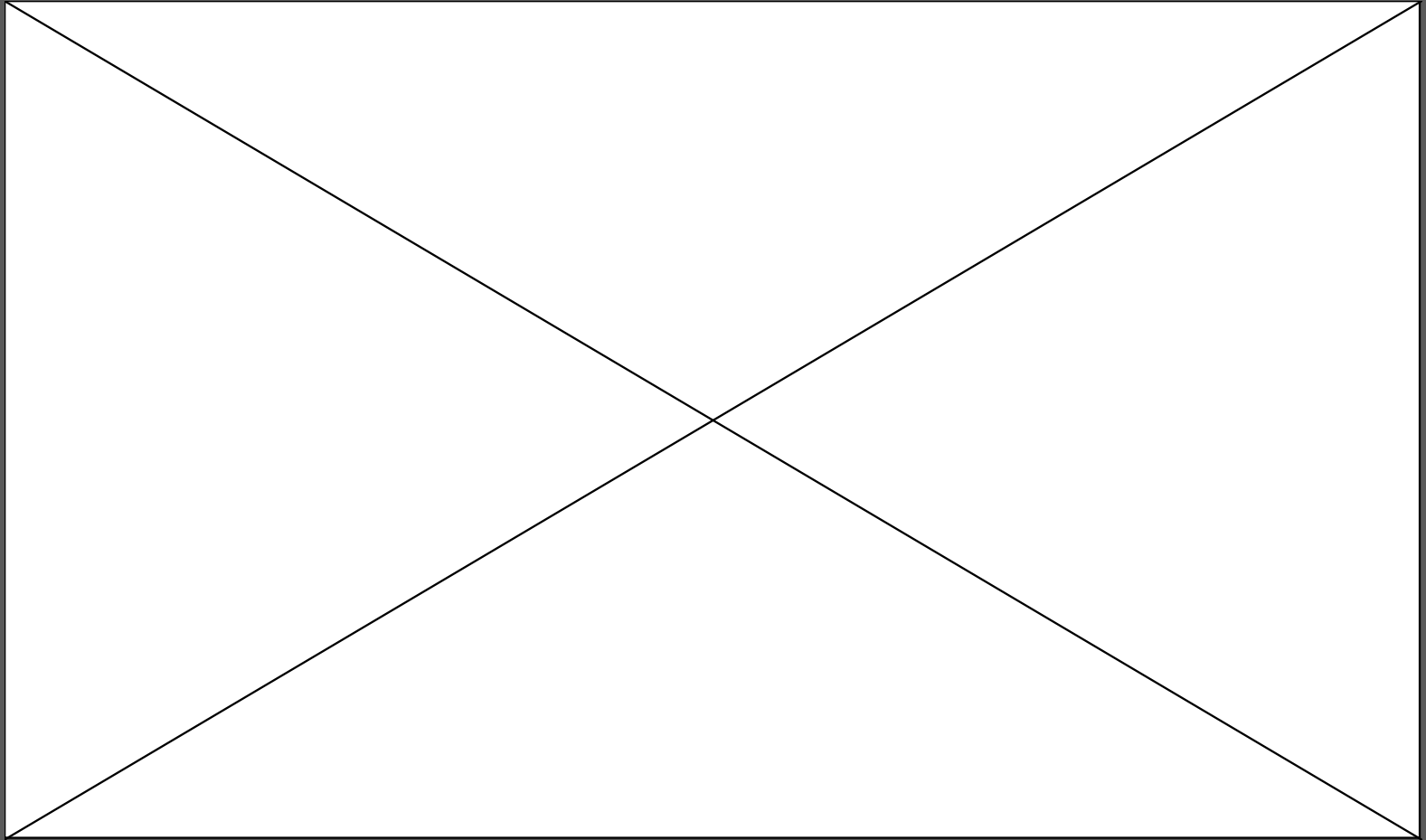
[Goal (efficiency vs. quality), communication style]

- Largest conflict between group mates
- Decrease in intent to remain, satisfaction, and commitment to group

(Jehn, K.A., Northcraft, G.B., Neale, M.A., 1999)

Why do working groups
undergo diversity training?

Diversity Day on “The Office”



Ineffective Diversity Training

○ Unintended consequences:

- **Tokenism/stereotyping** (Briggs, 2002)
- **Backlash** (Chavez & Weisinger, 2008; Briggs, 2002)
- **Disruptive to group dynamics**
 - **Distrust** (Briggs, 2002)
 - **Communication breakdown** (Briggs, 2002)

Ineffective Diversity Training

- **Lack of assessment** (Chavez & Weisinger, 2008)
- **Learning outcomes/goals** (Steward, Neil & Miller, 1999)
- **Experience of trainer** (Briggs, 2002)
- **Choice of materials/activities** (Briggs, 2002)
- **Context of training** (Watson, 2008)

Effective Diversity Training

○ Factors to consider:

- Group composition
- Goal of training (knowledge or skills)
- Champions of diversity (management and/or employees)
- Experts opinion

Group Composition

- If goal is knowledge acquisition
 - Group composition has little effect on outcomes
- If goal is skill acquisition
 - Use of behavioral modeling more effective in homogenous groups

(Roberson, L., & Kulik, C. T., Pepper, M. B., 2001)

Capitalizing on Champions of Diversity

- Champions of diversity respond enthusiastically to initiatives even in the face of resistance.
 - Managerial support
 - Co-workers support
 - Women
 - Racial minorities
- Burdening underrepresented group members

(Cunningham, G. B., & Sartore, M. L., 2010)

Experts Opinion

- Components of effective diversity training
 - Support from management
 - Part of the strategic plan
 - Programs tailored to the specific organization
 - Qualified trainers
 - Combined with other trainings
 - Mandatory
 - Inclusive
 - Trusting and confidential environment
 - Requires accountability
 - Conduct evaluation

(Wenting, M. R., & Palma-Rivas, N., 1999)

Activity Objective

- To apply learning from diversity training workshop
- To raise the awareness of how complex the implementation of diversity training can be
- To gain a general knowledge of the factors that play into the successful or ineffective training
- To emphasize that in the future, as student affairs professionals, these are experiences that are not uncommon

(Note: The objective of the activity is not for each group to reach a “correct” decision. Instead, the activity is about understanding the complex factors at play when choosing and creating effective diversity training, activities, and workshops.)

References

- Briggs, T.E. (2002). *Diversity training: Intended and unintended consequences* (Doctoral dissertation: Northern Illinois University). Available from ProQuest Dissertations and Theses database. (2003-95010-060)
- Chavez, C.I., & Weisinger, J.Y. (2008). Beyond diversity training: a social infusion for cultural inclusion. *Human Resources Management, 47*(2), 331-350.
- Cunningham, G. B., & Sartore, M. L. (2010) Championing diversity: The influences of personal and organizational antecedents. *Journal of Applied Social Psychology, 40*(4), 788-810. doi: 10.1111/j.1559-1816.2010.00598.x
- Easter, M. (2002). The rise and fall of diversity training. Proceedings of the AERA Convention New Orleans, LA.
- Jehn, K. A., Northcraft, G. B., Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly, 44*(4), 741-763. Retrieved from <http://www.jstor.org/stable/2667054>
- Johnson, D. W., & Johnson, F. P. (2009). Valuing Diversity. In M. Fossel (Ed.), *Joining together group theory and group skills* (pp. 439-471), Upper Saddle River, NJ: Pearson.
- Paluck, E. L. (2006). Diversity training and intergroup contact: A call to action research. *Journal of Social Issues, 62*(3), 577-595. doi: 10.1111/j.1540-4560.2006.00474.x
- Roberge, M., & Dick, R. V. (2009). Recognizing the benefits of diversity: when and how does diversity increase group performance?. *Human Resource Management Review, 20*. Retrieved from <http://www.elsevier.com/locate/humres> doi: 10.1016/j.hrmr.2009.09.002
- Roberson, L., & Kulik, C. T., Pepper, M. B. (2001). Designing effective diversity training: influence of group composition and trainee experience. *Journal of Organizational Psychology, 22*(8), 871-885. doi: 10.1002/job.117
- Steward, R.J., Neil, D.M., Breland, A., & Miller, M. (1999). Negative outcomes of diversity training: what can we do? Proceedings of the great lakes regional counseling psychology conference Columbus, OH.
- van Knippenberg, D. & Schippers, M. (2007). Work group diversity. *Annual Review of Psychology, 58*, 515-541. doi: 10.1146/annurev.psych.58.110405.085546
- Watson, J. (2008). When diversity training goes awry. *Diverse: Issues in Higher Education, 24*(25), 11-13.
- Watson, W. E., Johnson, L., & Merritt, D. (1998). Team orientation, self-orientation, and diversity in task groups: Their connection to team performance over time. *Group & Organization Studies, 23*(2), 161-188. doi:10.1177/10596011982322006
- Wenting, M. R., & Palma-Rivas, N. (1999). Components of effective diversity training programmes. *International Journal of Training and Development, 3*(3)1, 215-226. doi:0.1002/hrdq.3920090304