MANAGING DIVERSITY STRATEGIES

Chapter Objectives

After reading this chapter, you should be able to:

- understand what managing diversity means to the workplace.

- clarify managing diversity strategies.

- describe mentoring programs.

- determine how to handle diversity training.

- understand cultural audits and diversity councils.

- learn appropriate workplace terminology.

While, Affirmative Action focuses on opening the doors to organizations that formerly had their doors closed (either purposely or otherwise) does this mean the job of handling diversity is done? Oftentimes no. It is not enough to just get people in the door. The work atmosphere needs to be inclusive and offer support and opportunities for advancement. To really realize equal opportunity, we have to have an environment that manages diversity. Managing Diversity promotes fair and just work practices and policies that create equal opportunity in the workplace.[1]

Managing Diversity involves making sure there is an equal chance to progress through the company based on the systems in place. R. Roosevelt Thomas, Jr. the author and educator who created the concept of "managing diversity" indicated in *Beyond Race and Gender* that companies need to go beyond simple recognition of cultural diversity to active diversity management: "Managing diversity is a comprehensive managerial process for developing an environment that works for all employees."[2] Thomas indicated that diversity management must not be viewed as "an us/them kind of problem to be solved but as a resource to be managed."[3]

Managing Diversity can involve changing the system of promotion and recognition to making sure the workplace culture is inclusive. Completing these types of objectives would require some if not all of the following actions:

- Leaders and managers who lead by example. Managers who show through attitude, policies and practice that they value diversity establishing this basis for the rest of the organization.

- Designing a corporate environment that is inclusive. Old values based upon the good ole boy network may not take into account the diversity of the workforce where issues of access, work and family, and creativity become essential components of the environment.

➤ Creation of nondiscrimination, non-retaliation and anti-harassment policies that strictly forbid discrimination and harassment in all forms. These policies need to have specific instructions defining what is not tolerated and what occurs when the policy is violated in accordance with any union or company contracts.[4]

➤ Formation of company policies that are written and carefully explained to employees so that they understand the policy and ramifications involved. This type of information can be included in employee manuals, mission statements, and other written communications.[5]

➤ Requiring diversity training for the various levels in the organizations (management and employees alike).

➤ Building company goals and strategic plans that are aligned with diversity initiatives and tied to rewards and promotion.

➤ Providing systematic and careful evaluations where expectations were known by the employee in advance. Making sure that evaluations carry with them the opportunity to reward those who have met their goals, including any diversity initiatives. Those who have not been successful in meeting previously stated goals and objectives would be provided any necessary training.

➤ Making sure managers handle conflicts in a timely fashion by using the following model:

One: Listen with respect and openness.

Two: Look at the situation from the other
            person's perspective.

Three: Let the other person hear an explanation
            of your perspective.

Four: Recognize similarities and differences.

Five: Acknowledge any cultural differences.

Six: Look for common ground.

Seven:	Recommend action and be creative.
Eight:	Determine what adaptations each person in the conflict is willing to make to find a satisfactory alternative.
Nine:	Negotiate an agreement.

Managing Diversity Strategies

In order to manage diversity it becomes important that workplace programs not only address the above suggestions but also concentrate on specific retention efforts.

Retention Suggestions & Tips

1. Change often won't occur from the bottom up. Therefore, to make sure diversity initiatives through recruiting, promoting, training and retaining employees from various backgrounds occur it is absolutely essential that senior management demonstrate a commitment to these objectives. Senior management should set strategic and long-term goals that promote diversity.[5] These goals should translate to company policies and initiatives.

2. Create "formal" mentoring programs.[6]

3. Make sure all employees have access to career development and training opportunities. Access what your management and "power" positions look like? Is there diversity? Don't overlook people of color and women when training and promotion opportunities are made available.[6] When there are "known career paths" necessary to moving into upper management make sure there is a diverse group walking this path.

4. Evaluations must be objective not subjective. Document employees'

contributions, strengths and weaknesses with written standards. Utilize this information for evaluation, creating a formal process for performance and promotion decisions. Allow an evaluating group/team to make performance and promotion recommendations so bias errors are reduced.[7]

5. Conduct cultural audits and exit interviews so the organization is constantly aware of the cultural climate of the organization. This will assist management with determining what they are doing right and wrong as it relates to diversity. Always provide cultural audit feedback and communicate to employees/managers any changes that need to be made as a result of the various analysis of the organization.[8] Provide a timeline for change.

6. Allow employees to make lateral moves.[9] This provides management exposure to employees and employees get access to the various corporate decision-makers. This also assists with dismissing stereotypical positions.[10]

7. Create support groups and other sponsored employee networks that will eliminate the isolation that many non-majority employees feel by being part of a minority group.[11]

8. Create diversity councils that will continuously address issues of diversity and report to senior management.[12] These types of groups made up of employees and managers with everyone holding equal status can get to the root of issues that may not make it through the communication channels. The council can also be utilized to find ways to highlight all the progress the organization is making in terms of diversity as this may get missed as well.

TOOLS FOR MANAGING DIVERSITY

The following section will address and explain some of the various tools that can be utilized to "manage diversity", these include:

- ❖ Mentoring
- ❖ Diversity Training
- ❖ Cultural Audits
- ❖ Diversity Councils
- ❖ Appropriate Workplace Terminology

Mentoring: A Model that Works

Formal Mentoring
Mentoring is typically a relationship between two individuals in which a wiser, more experienced person teaches a less knowledgeable individual. Formal mentoring is mentoring that has been initiated and supported by a third party; someone other than the mentor and protégé or mentee, such as the organization for which the mentor and protégé work.[13] Typically organizations that formalize mentoring do the following:

- set program goals
- select mentors and protégés/mentees
- extensively train mentors and protégés/mentees for program effectiveness.

Why formal mentoring? A formal mentoring program can help ease turnover troubles by providing workers from varied backgrounds with information on the company's climate, unwritten values, norms, and career opportunities.[14]

Informal Mentoring
This type of mentoring is the development of relationships between individuals without organizational structure and interventions. Informal mentoring is the natural coming together of a mentor or protégé/mentee to meet each other's needs. This works easier when people have a common base--culture, beliefs, hobbies etc. that makes it effortless to make that type of natural connection.[15] However, natural connections won't work for everyone in the organization. If you are part of the non-majority people may not take the time to get to know the person to determine if they have hobbies, beliefs, etc. in common. Furthermore, if they don't have these things in common the ease at which an informal mentoring

relationship would have won't exist and therefore typically won't get established. Informal mentoring relationships that exist between people who have things in common tend to work against diversity. To tell someone who already does not see their culture at work or does not feel a part of the workplace environment to find a mentor is putting the responsibility on the wrong person. Therefore, formal mentoring is recommended over informal mentoring.

Coaching

Often confused with mentoring, coaching is a process that occurs when a person views and critiques another at work and offers ways to improve his or her practice. Although a mentor does some coaching, it is just one role of the relationship, whereas, coaching can be done by peers or even by a manager of an employee.

Of the three programs, the most effective has proven to be formal mentoring. While these programs can be designed for anyone, it is an important ingredient in the success of people of color, the disabled and women in the workplace.[16] Entrance into a new job or position can bring about unique challenges in itself, but when you add being a "minority" in a culturally different workplace you add a whole different set of issues. Having a structured mentorship program can address these issues and help the employee make the transition easier.

Mentoring can be a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. For the protégé, the object of mentoring is the achievement of an identity transformation, a movement from the status of understudy to that of self-directing colleague. For the mentor, the relationship is a vehicle for being able to give back as well as enhance your relationship building skills.

What are the stages to mentoring?

Phillips (1977) studied mentoring in the world of business surveying and interviewed women managers.[16] Phillips' research described six phases of mentoring: invitation, sparkle, development, disillusionment, parting and transformation:[17]

- Invitation stage occurs when the mentor invites the protégé to participate in a mentoring relationship.
- Sparkle stage, the mentor and protégé try to please each other.

- Development stage, the mentor shares the most information with the protégé.
- Disillusionment phase involves the beginning of the end of the relationship—the protégé begins to see mentoring as unnecessary.
- Parting stage is literally the breakup of the relationship.
- Transformation, the final stage involves a redefinition of the relationship, where the protégé is seen as an equal.

How do you ensure a successful mentoring program?

Train, Train and Train

It is important that both mentors and protégés train in order to understand the relationship dynamics, responsibilities and goals of the program.[18] Each person needs to make a solid commitment with clear expectations of each other. They must understand that any long lasting relationship is built upon trust and this should be the backbone of the relationship. This can all be conveyed at the training session so the relationship is able to get off to a good start. If there are going to be cultural or gender differences within any of the pairs this needs to be addressed in some type of "sensitivity" training. It is important to understand differences so that we can start where we are and build upon that, to get to some common goals.

What can be learned from mentoring?

Bova and Phillips (1984) conducted surveys and interviews to determine what kinds of things protégés learned from their mentors and how they learned them.[19] These results illustrate why mentoring is critically important in developing individuals. The following is a summary of what the protégés learned[20]:

- risk-taking behaviors,
- communication skills,
- survival in the organization,
- skills in their profession,
- respect for people,
- ways to set high standards and not compromise them,
- how to be good listeners,
- how to get along with all kinds of people,
- leadership qualities and what it means to be a professional.

In summary, formal mentorship programs result in several benefits for

both the mentor and protégé, but more importantly it greatly benefits the organization in making sure they get the best out of each employee. Through mentoring, protégés acquire skills and knowledge that enable them to cope with various unwritten responsibilities in the organization that often revolve around the corporate culture. Mentors themselves, having learned the systems and culture, can be rejuvenated as they teach newcomers the tricks of the trade.

Diversity Training

Today, there is no question that diversity training can be of vital importance to the business strategy of corporations and organizations. Diversity training if conducted correctly can improve customer satisfaction, workplace productivity and reduce legal exposure. When an organization improves how they handle diversity it improves how employees relate to customers and each other, it also can help management understand the legal implications of the 1964 Civil Rights Acts. Organizations that don't make diversity a focus can be out performed by diversity-focused organizations and experience higher levels of employee dissatisfaction, higher turnover rates and lower productivity.

Organizations without wide-ranging diversity training and anti- discrimination and harassment policies are in a more risky state when faced with a harassment or discrimination lawsuit.

Conducting Diversity Training

Although diversity training can provide some substantial benefits, anyone who has ever attempted to conduct diversity training in organizations of any size know they will encounter a "review." No matter how good the material, how engaging the exercises, how skilled the group process techniques, there is one obstacle even the most experienced and skilled facilitator cannot overcome... the unexamined negative reactions to the message.[21]

All an organization requires to become jittery about diversity intervention is to see a few bad evaluations or reviews, or listen to a few apocryphal stories, and diversity training can become the nucleus of all things negative with a half- life lasting sometimes several years. Often, the resolution is to avoid confronting anything, which smacks of diversity, or at least to insure the next facilitator does nothing to disturb the fragile dispositions of future trainees.[22]

When it comes to training, society issues and one's own experiences can work against attempts to teach value and respect for people's differences. The co-conspirators include[23]:

1. Inherited Social Systems which unfairly advantage some, and limit others;
2. Individuals who are reluctant to explore diversity issues;
3. Organizations who are unclear about diversity goals, and
4. Diversity professionals who have not prepared clients to engage in a process capable of achieving significant and abiding outcomes.

Below, are a few thoughts about the above in hopes of expanding access to diversity issues:

For one, there are many inequitable systems that have advantaged some and disadvantaged others. However, those in training while not the perpetrators of these societal ills they must understand that this does not preclude them from being part of the solution to solve these ills. The challenge is to get people to choose responsibility over guilt, to seek healing over shame, and to engage in a process capable of producing cooperation instead of conflict.

When individuals are confronted with their own involvement in refusing to challenge blatant systemic inequities, some may feel that those who claim to be victims just need to get over it and get on with today. However, perpetuating the status quo won't bring about change and this must be stressed with diversity training participants.

Secondly, when individuals refuse to explore diversity goals they rarely realize that successful diversity initiatives affect the company's bottom-line. Therefore when diversity training addresses the "business case" and the profitability of successfully managing a diverse workforce, it refutes the belief that diversity should just be ignored.

Also, on an ethical level the question which should be asked is: What does it say about individuals who, when exposed to ideas which propose fairness ... inclusion ... and the creation of new systems to replace biased and unfair ones ... can only manage the response that "it was a waste of time?" Further, what does it say about the character of an organization that would allow such responses to derail further exploration of these critical issues?

When top management makes it clear that they are committed to diversity by the creation of policies, programs and strategic goals it sends the message that

diversity must not be ignored. Therefore, potential clients and diversity specialists must assess the strategies they will employ within the limitations of time, budget, and like considerations. One area that should never be compromised, however, is the integrity of either party to commit to the pursuit of clear diversity values and goals.[24] Working from a common understanding ensures the best chance for success. Successful programs rooted in integrity, compassion, and confidences are more than possible, but they come about by design, not by accident.

When designing diversity training, there are two commonly utilized diversity training techniques; they are role-playing and experiential learning. In these types of training, you can for example have participants take on the roles of someone different and provide them with a set of scenarios where they must respond and act as their new identity. For example, you can have someone spend the day with an artificial disability. These types of training can provide invaluable insight that provides real-life situations, challenges and solutions while reviewing Human Resource policies, looking at career development issues, promotion procedures, leadership development opportunities, and other business practices.

Managing Diversity strategies like diversity training is a good step in the right direction when it comes to workplace difference.[25] The following programs work to make sure individuals easily adapt to the organization and its system. These programs can be implemented either through very structured programming or informal structures.

Cultural Audits

How do you recognize if a human relations problem is present in your department or area? What are the perceived barriers to enhanced working relationships? What are people in your department/area proud of, and why? These questions are addressed by conducting an internal cultural audit, with information provided by surveys and individual and focus group interviews.

A cultural audit is an assessment of the work climate of an organization or department, providing a current "snapshot" of the area. The purpose of the audit is to describe the overall working environment, identify the unwritten "norms" and rules governing employee interactions and workplace practices, determine possible barriers to effective work practices and communication, and make recommendations to address identified problems.[26] Race, gender, and class issues are also often examined.

The objectives of an audit are to:

- Determine an organization's "climate,"
- Establish how the current status of each department aligns with the company's vision,
- Provide a baseline for future comparisons.

Individual interviews with persons representing a "vertical slice" of the total organization population can be conducted. These individual assessments, along with the survey used to get a snapshot of the organization as well as group interview data help to provide a corroborative balance of the organizations cultural climate.

Data from the survey, along with group and individual interviews, are compiled and analyzed. The results are then presented to Senior Staff, and Organizational Development and/or Training representatives. They must then determine how to communicate the results and corresponding actions to all employees, as well as to determine if any training is necessary. The appropriate staff must then ensure the proper customization of any training program. After delivering the training, the findings are documented and recommendations to the organization in a formal, written report are developed.

The Cultural Audit is an ideal tool to measure program effectiveness. The Cultural Audit is the key to answering the frustrating question, "*Where do we go from here?*"[27] Since audit data clearly pinpoints and quantifies general population and group-specific issues, the process of developing a viable strategic plan for diversity and other types of training is made much easier.

People need to be both empowered and motivated in order for real change to take place. That is, you need to achieve a situation where all of management and staff are both *able* and *willing* to change. "A Cultural Audit will in itself facilitate change - 'if you measure it, you change it'. A very powerful form of measurement is to obtain customer feedback on the service provided - this provides a significant motivation for change across all levels of management and staff."[28]

Diversity Councils

An employee diversity council is a group of people joined by a common interest and a vision in which employee differences are accepted and valued. A diversity council usually consists of 10 to 24 employees from various organizational levels and groups. White men--especially senior white men--need to be included.[30]

The effectiveness of diversity councils varies considerably from organization to organization, and there is no consistent approach to making them work. The effective use and application of a diversity council strategy is one of the critical challenges and opportunities facing organizations. However, with careful planning and implementation process diversity councils can be a welcoming unit to the diversity process.[29]

Diversity Councils Work as a team to:

1. review data from cultural audits,
2. create a diversity plan,
3. offer ideas and recommendations,
4. implement agreed upon changes, and recognize and track progress. Activities may include:
    > orientation and training programs,
    > career development systems, mentor programs, and internal job fairs,
    > policy development,
    > lunch discussion or feedback sessions,
    > recruitment and retention programs.

A diversity council can provide a way to reinforce justice and reverence for diversity by "walking the talk." Diversity councils also provide an opportunity for continuous learning about diversity that should contribute to the cultural competence of the organization by enhancing attitudes and behavior, team and workforce development, and strategic planning as it impacts diversity.

Strategies, policies and work groups like diversity councils are important tools in aiding to manage diversity. But these are without value if people in the workplace aren't able to communicate with each other effectively. Sometimes we can offend others without even meaning to, simply because we utilize inappropriate terminology.

Politically Correct and Incorrect Workplace Terminology

It is very important to incorporate understanding and respect of differences in the workplace—as tolerance is not a concept that is always learned early on. But,

there are very simple ways to acquire this skill. One such way is by being aware of the language we accept as part of our corporate culture. Making sure we use the most politically correct terminology in addressing individuals in the workplace shows respect to others. In having an understanding of cultural knowledge you can begin to understand why some terminology is offensive due to the history associated with the word.

The following terms should therefore be examined as either politically correct and appropriate to use or <u>not politically correct and inappropriate</u> to use in the workplace:

African (politically correct term)
These are the people who currently migrate from the continent of Africa. Africa is often mislabeled as a country when it is a continent full of various countries. Africa, the second largest continent in the world in both physical size and population, has for the most part been "under" taught, marginalized and often grossly misrepresented in our classrooms as well as in our media and popular culture. There is no such language as "African." Africa is the home to many languages and dialects.

African American (politically correct term)
These are Americans of primarily African descent. Sometimes used interchangeably with "black" (a preferred term of some because not every brown person is of African descent.) Both of these terms, like other racial descriptors, are adjectives as in "a black person," not nouns as in "a black." Objectionable terms are "colored," "Negro," "Negroes," "nigger—in any form is not acceptable by use by anybody," "pickaninny," "spade," "giggaboo."

American Indian (politically correct term)
These are the native people of America. Sometimes called "Native American"—the more appropriate term. Some object to the universal classification of "Indian" in favor of tribal designations, such as Cherokee, Cheyenne, Hopi, etc. Others consider "Indian" a misnomer dating back to when Columbus landed in America, mistook his location to be India, and designated the natives "Indian."

Anglo (politically correct term)
These are people of Anglican descent. Sometimes used interchangeably with "white."

Articulate (NOT a politically correct term)
Sometimes this expression is used to describe people of color and is often seen as a compliment when really it is derogatory. It means the person had the unanticipated ability to express oneself verbally. Why assume certain people would not be articulate and then get surprised when they are.

Asian American (politically correct term)
It is the preferred term for describing Americans of Asian descent. Not interchangeable with "Asian." Objectionable terms are "chink," "coolies," "gook," "nip," "slant," "slant-eye," "chinaman," "china doll," "dragon lady."

Banana (NOT a politically correct term)
It is an offensive term referring to Asian Americans who are considered to have abandoned their culture. Other similar terms: "Oreo" for Black Americans, "coconut" for Mexican Americans.

Bisexual (politically correct term)
This is a person who is attracted to members of both sexes. Objectionable term is "bi."

Boy (NOT a politically correct term for males age 18 and over)
An offensive term used to refer to Black men, those over the age of 18. This is a reference to times of slavery when black men were not addressed in terms of respect.

Buck (NOT a politically correct term)
This is an offensive term used to describe an American Indian or African American male.

Caucasian (politically correct term)
It is the classification of a race of people. Used interchangeably with "white" this applies to some light skinned Hispanics as well.

Chief (NOT a politically correct term)
This is offensive when used to describe an American Indian.

Cracker (NOT a politically correct term)
A term of offense used to refer to low-income white people.

Flip (NOT a politically correct term)

It is a racial slur referring to Filipinos and Filipino Americans.

F.O.B. (NOT a politically correct term)
This is an acronym for "fresh off the boat," a derogatory term for immigrants.

Hispanic (politically correct term)
This is people of Latin American or Spanish descent. This does not include everyone who speaks Spanish. A term that is more inclusive and interchangeable with Hispanic is Latino.

Homosexual (politically correct term)
This is a person who is sexually attracted to members of his/her own sex. Objectionable terms are "Faggot," "Fruit," "homo."

JAP (NOT a politically correct term)
This is an objectionable term applied to Jewish women, stands for Jewish American Princess.

Jew Down (NOT a politically correct term)
An offensive term used to suggest bartering for a lower price.

Oriental (NOT a politically correct term when used to describe people)
This should be used to refer only to objects such as art and rugs. Most activists consider this term to be outdated and dislike it because it was imposed on them for easy classification by whites. Instead, use the terms Asian American, Chinese American, etc.

Person with Disability (politically correct term)
This is a preferred term along with mentally or physically challenged. Objectionable terms are cripple, handicapped.

Raghead/Towelhead (NOT a politically correct term)
This is a derogatory term used to describe Sikhs, referring to the custom of wearing turbans.

Speech/Hearing Impaired has been replaced by Hard of Hearing (politically correct term)
This is the preferred term as opposed to using the objectionable term "deaf and dumb."

Uncle (NOT a politically correct term)
This is offensive when used as a substitute for Mr. in addressing a black man. This is a reference to times of slavery when black men were not addressed in terms of respect.

Senior Citizen (politically correct term)
This refers to people over the age of 65 or an elderly person who is retired. Objectionable terms are codger, geezer, old fart, old fogy.

Whigger (NOT a politically correct term)
This is a derogatory term that refers to white people who act black in other words a "white nigger."

White Trash (NOT a politically correct term)
This is a derogatory term for whites, usually used to refer to those in low-income brackets.

Woman (politically correct term)
This is the term that should be used to refer to an adult female (over the age of 17). Objectionable terms are babe, bimbo, broad, chick, girl, gal, sweetie, dear, honey, wench.

Remember the saying: Sticks and stones will break my bones but words will never hurt me? Well, words do hurt and often are used to demean another. The derogatory terms described above should not be of use in the workplace. If you are not sure what to call a person, the easiest thing to do is ask them. Using appropriate terminology can help to effectively address workplace diversity.

Concluding Thoughts

Organizational culture can be defined as "a system of informal rules about how people should behave most of the time." These rules--or values--can involve "the way we do things," "how people dress and interact," "taken-for-granted points of view," "workplace humor," and "what happens at lunchtime." A commitment to strengthen cultural diversity can grow out of a vision of equality, a sense of social responsibility, valuing the role of diversity in nature and in life, or legal mandates.

In summary, we want to make sure that the corporate or organizational culture values differences, creates open doors for all to participate in the workplace, embraces practices and procedures like diversity training, cultural audits, mentoring and diversity councils to make sure policies and procedures work for everyone. This helps to eliminate a revolving door, low employee morale or lawsuits that can occur when a workplace is not providing equality and access.

End of Chapter Questions

1. How does Managing Diversity as a tool to help with workplace equality differ from Affirmative Action?

2. Should companies have a zero tolerance policy when it comes to offensive workplace terminology and symbol usage like nooses (reference to slavery) and swastikas (infamous Nazi symbol)?

3. Under what corporate conditions would a Mentorship Program benefit the organization?

4. Why is formal mentoring better than informal mentoring?

5. What are five of the nine suggestions for handling conflict that you would find useful? (please state why you chose these)

6. What are the benefits to providing diversity training in the workplace (according to the text)?

7. Why would a company conduct a cultural audit and have a diversity council?

8. Under the section, "Politically Correct & Incorrect Workplace Terminology" choose five words that you have heard used or used yourself but that you now know are politically incorrect.

Internet Exercise

Go to www.google.com and type in "mentoring tips" and choose an article on workplace mentoring. Summarize this article along with answering why and how mentoring can work in organizations. Provide the Internet address for your article as proof of your search.

End of Chapter Exercise

Part A: What is your opinion?

We have talked about cultural competency in the workplace as the goal for workplace diversity. As a reminder cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.

Read or listen to the following article below and explain whether or not you feel what is being done lends itself to cultural competency in that state, if you agree state why and if you don't agree state why:

    a.   http://www.usatoday.com/story/news/politics/2015/07/09/south-carolina-house-confederate-flag/29901255/

    b.   or go to: www.google.com and type south caroling takes down the confederate flag

Part B: Take the Posttest

Directions: Answer questions 1-13 utilizing your "best" guess. Now compare your answers to the Pretest you took in chapter one. State what answers changed and why.

Directions: Each question is True/False, please answer accordingly.

1.   Thanksgiving is a celebration that everyone enjoys. Native-Americans especially enjoy this holiday because of the peace it represented to their community.

2.   Gay and lesbian people are a threat to the workplace and have few leaders who have contributed to our society.

_____

3.   African-Americans even though they started as slaves in this country now have equal opportunity.

_____

4.   Disabled employees can be a liability to a company due to missed work time.

_____

5.   Caucasian men are accepted in Corporate America because being white and male are the only requirements needed to belong to the "old boys network."

_____

6.   For every job that a man can do, there is a woman able to do the same job.

_____

7.   Most people on welfare (a government transfer system where tax payer dollars are given to the poor for housing etc.) are Black and Hispanic women who live off the system forever.

_____

8.   Arabs come to this country and are given government subsidies (free money that is not to be paid back) this is why they are able to buy their own companies.

_____

9.   Asian-Americans have always been privileged minorities because of their higher intelligence and because they do not suffer from discrimination or illiteracy in any capacity.

_____

10.   Hispanics are the poorest minority because they are lazy immigrants.

_____

11.   Cultural knowledge of various groups is not necessary to preventing discrimination
in the workplace.

_____

12.   I believe that most people are treated fairly in the workplace and history plays no
factor in how people treat each other.

_____

13.   It is not necessary to have diversity training in the workplace as most people
understand diversity and its implications.

_____