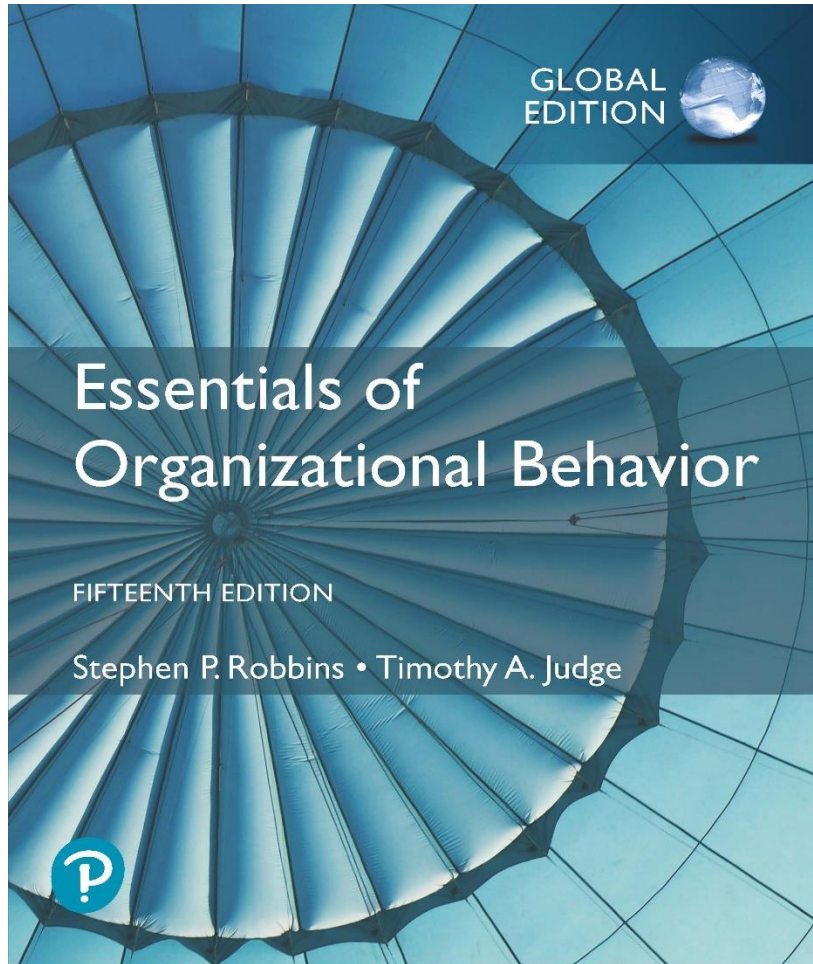


Essentials of Organizational Behavior

Fifteenth Edition, Global Edition



Chapter 2

Diversity in Organizations

Learning Objectives

2.1 Demonstrate how workplace discrimination undermines organizational effectiveness.

2.2 Explain how stereotypes function in organizational settings.

2.3 Describe how key biographical characteristics are relevant to OB.

2.4 Explain how other differentiating characteristics factor into OB.

2.5 Demonstrate the relevance of intellectual and physical abilities to OB.

2.6 Describe how organizations manage diversity effectively.

Demographics of the U.S. Workforce

Learning Objective 2.1

- Today's workforce:
 - Is more ethnically and racially diverse
 - Includes more women and older workers
 - Diversity management must be a central component in organizations

Levels of Diversity

- **Surface-level diversity:** differences in age, race, gender, etc.
 - Less significant over time
- **Deep-level diversity:** differences in personality and values
 - More important in the long run

Discrimination and Stereotyping

Learning Objective 2.2

- Working to eliminate unfair discrimination
 - Unfair judgements based on stereotypes
- Stereotype threat
 - Concern with being judged negatively based on stereotypes

Forms of Discrimination in Organizations

(Exhibit 2-1)

Type of Discrimination	Definition	Examples from Organizations
Discriminatory policies or practices	Actions taken by representatives of the organization that deny equal opportunity to perform or unequal rewards for performance.	Older workers may be targeted for layoffs because they are highly paid and have lucrative benefits.
Sexual harassment	Unwanted sexual advances and other verbal or physical conduct of a sexual nature that create a hostile or offensive work environment.	Salespeople at one company went on company-paid visits to strip clubs, brought strippers into the office to celebrate promotions, and fostered pervasive sexual rumors.
Intimidation	Overt threats or bullying directed at members of specific groups of employees.	African American employees at some companies have found nooses hanging over their workstations.
Mockery and insults	Jokes or negative stereotypes; sometimes the result of jokes taken too far.	Arab Americans have been asked at work whether they were carrying bombs or were members of terrorist organizations.
Exclusion	Exclusion of certain people from job opportunities, social events, discussions, or informal mentoring; can occur unintentionally.	Many women in finance claim they are assigned to marginal job roles or are given light workloads that do not lead to promotion.
Incivility	Disrespectful treatment, including behaving in an aggressive manner, interrupting the person, or ignoring varying opinions.	Female lawyers note that male attorneys frequently cut them off or do not adequately address their comments.

Biographical Characteristics

Learning Objective 2.3

- Biographical characteristics include:
 - Age
 - Gender
 - Race and ethnicity
 - Disability
 - Length of service

Age

- The relationship between age and performance is important because:
 - The workforce is aging
 - Mandatory retirement is outlawed

Gender

- No difference in job performance between genders
- Differences in pay, benefits, and rewards
- Gender bias in selection for certain positions
- Lack of women in CEO positions
- Glass cliff

Race and Ethnicity

- Race: heritage people use to identify themselves
- Ethnicity: additional set of cultural characteristics
- Racial and ethnic minorities report higher levels of discrimination in the workplace
- Some industries are less racially diverse than others

Disabilities

- The Americans with Disabilities Act (ADA) requires employers to make reasonable accommodations for people with physical or mental disabilities
- Hidden disabilities (invisible)
 - The Americans with Disabilities Act Amendments Act (ADAAA)

Other Differentiating Characteristics

Learning Objective 2.4

- Religion
- Sexual Orientation
- Gender Identity
- Cultural Identity

Ability

Learning Objective 2.5

- **Ability:** an individual's current capacity to perform the various tasks in a job
 - **Intellectual abilities:** abilities needed to perform mental activities
 - **Physical abilities:** capacity to do tasks that require stamina, dexterity, strength

Dimensions of Intellectual Ability (Exhibit 2-2)

Dimension	Description	Job Example
Number aptitude	Ability to do speedy and accurate arithmetic.	Accountant: Computing the sales tax on a set of items.
Verbal comprehension	Ability to understand what is read or heard and the relationship of words to each other.	Plant manager: Following corporate policies on hiring.
Perceptual speed	Ability to identify visual similarities and differences quickly and accurately.	Fire investigator: Identifying clues to support a charge of arson.
Inductive reasoning	Ability to identify a logical sequence in a problem and then solve the problem.	Market researcher: Forecasting demand for a product in the next time period.
Deductive reasoning	Ability to use logic and assess the implications of an argument.	Supervisor: Choosing between two different suggestions offered by employees.
Spatial visualization	Ability to imagine how an object would look if its position in space were changed.	Interior decorator: Redecorating an office.
Memory	Ability to retain and recall past experiences.	Salesperson: Remembering the names of customers.

Intellectual Ability

- General mental ability (GMA)
 - An overall factor of intelligence
 - The Wonderlic Ability Test

Types of Physical Abilities (Exhibit 2-3)

Strength Factors	
1. Dynamic strength	Ability to exert muscular force repeatedly or continuously over time.
2. Trunk strength	Ability to exert muscular strength using the trunk (particularly abdominal) muscles.
3. Static strength	Ability to exert force against external objects.
4. Explosive strength	Ability to expend a maximum of energy in one or a series of explosive acts.
Flexibility Factors	
5. Extent flexibility	Ability to move the trunk and back muscles as far as possible.
6. Dynamic flexibility	Ability to make rapid, repeated flexing movements.
Other Factors	
7. Body coordination	Ability to coordinate the simultaneous actions of different parts of the body.
8. Balance	Ability to maintain equilibrium despite forces pulling off balance.
9. Stamina	Ability to continue maximum effort requiring prolonged effort over time.

Implementing Diversity Management Strategies

Learning Objective 2.6

- **Diversity management:** makes everyone more aware of and sensitive to the needs and differences of others

Attracting and Selecting Diverse Employees

- Target underrepresented groups
- Ensure that hiring and promotion is bias free
- Develop a positive diversity climate
 - Workers prefer organizations that value diversity

Diversity in Groups

- Diversity can both help and hurt team performance
- Leverage differences for superior performance
- Watch for faultlines
 - Divisive differences that may split a group into separate groups

Effective Diversity Programs

- Teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people, regardless of their demographic characteristics
- Teach managers how a diverse workforce will be better able to serve a diverse group of customers and clients
- Foster personal-development practices that bring out the skills and abilities of all workers

Implications for Managers (1 of 2)

- Increase awareness of stereotypes
- Assess and challenge your own stereotypical beliefs
- Fully evaluate what accommodations a person with disabilities will need and then fine-tune the job to that person's abilities
- Seek to understand and respect the unique biographical characteristics of each individual

Implications for Managers (2 of 2)

- Understand your organization's antidiscrimination policies thoroughly and share them with your employees
- Look beyond observable biographical characteristics and consider the individual's capabilities before making management decisions
- Strive to promote diversity in recruitment and selection
- Develop a comprehensive diversity management program

Discussion Questions (1 of 2)

- What can organizations do to encourage employees with hidden disabilities to disclose? Why would this be important to the organization to increase the number of employees disclosing? Could this have an impact on diversity overall?

Discussion Questions (2 of 2)

- When discussing diversity, the advice was offered for organizations to be similar “where it counts” and different “where it counts.” What does this mean and how can organizations implement this advice?