Appendix A

Managing a Changing Workforce

1. Managers should believe in people and communicate that belief.

2. Operate from the Confidence→Effective Effort→ Development Model

3. Challenge yourself to look beyond limiting stereotypes. Learn to find the potential for development in each individual.

4. Explicitly communicate high standards and high expectations.

5. Take the lead in building trusting relationships.

6. Show each person they are important to you and the organization.

7. Get to know your direct reports as individuals.

8. Provide emotional support to all people.

9. Show your concern for people through your procedures and practices.

10. Be courageous enough to explicitly promote a value for diversity.

11. Teach people the basis for success

12. Teach people their jobs.

13. Teach the process of development.

14. Teach the unwritten rules.

15. Help people to use feedback to get better

Extracted from Managing Development and Diversity Workbook (1991) by J. Howard and Associates, Inc.

Appendix B

Initial Interview Topics

Before the training, tell me about your manager.

1. What was your manager like before the training?

2. Have you experienced any problems with your manager, if so, please explain.

3. Have you ever had any difficulties with your manager, if so, please explain.

4. Have any other employees had any difficulties with him/her?

5. How do you feel about your manager?

6. What kind of support, if any, have you received from him/her?

7. How would you define success in your career?

After the training

1. Was your manager different toward you after the training? If yes, how?

2. What kind of problems, if any, were there?

3. Did you do anything different as a result of having attended the training? Please describe or explain.

Appendix C

Participant Informed Consent Form

Study Purpose and Procedure

The purpose of this inquiry is to provide insight into the perceptions of managers and non-managers working in a government facility after they participated in a diversity training program.

Specifically, I will be reporting on the training program to determine if it met its stated objectives, if behaviors of managers changed and if the training was an effective organizational intervention. This will include interviewing you for your thoughts, feelings, actions taken, reactions, etc.

This study requires participants to engage in interviews and follow-up sessions to review recorded written text as it is transcribed from the tape recorder. Participation in this study will require your willingness to be interviewed and taped. Transcribed interviews will include some demographic questions about your background and current position in this organization. Your opinions of the diversity training will also be sought. All information is confidential and for purposes of anonymity, your name will never be disclosed.

Investigator

The study is being conducted by Linda G. Livingston, a doctoral candidate at Virginia Polytechnic Institute and State University in Falls Church, Virginia as part of her dissertation requirement under the supervision of Chairman, Dr. Albert K. Wiswell.

_____ _____   _____

  Participant's Signature Researcher's Signature   Date

Appendix D

The Managerial Responsibility Model of Development

Development is a function of committed effort and of confidence in one's ability to be effective. Confidence and the quality of effort are changeable, very much under the influence of social environment. The manager who understands the impact of his/her behavior on the level of confidence and the nature of the effort of his/her subordinates is in a better position to manage development.

CONFIDENCE--------------→ EFFECTIVE EFFORT--------------→DEVELOPMENT

Confidence is the belief that you can/can learn to control your outcomes. The need for confidence extends into every area of your life.

Effective Effort is the actual, behavioral approach you take to the doing of some task. People become effective in their effort to the degree that they feel confident that their effort can make a difference
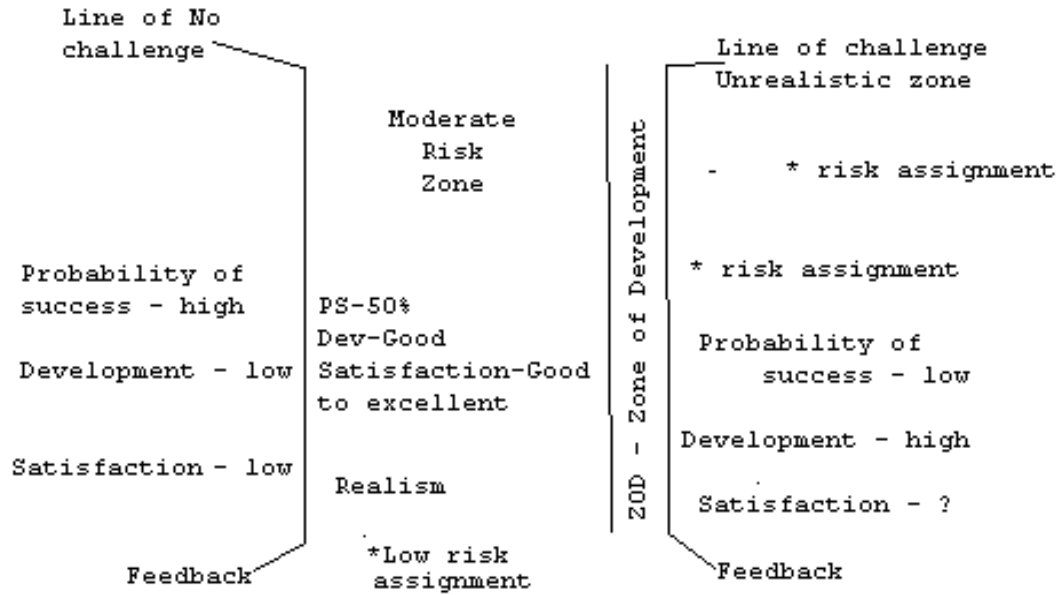
Development is a process of building identity, character, analytic and operational capability, and self-confidence. It is a process of expanding one's capacity to contribute to the goals of the organization, and then to envision and pursue new ones.

A social environment of positive expectations and support, and an individual commitment to intensive effort, high standards, effective collaboration and risk-taking are fundamental components of the development process (p. 15).

Extract from: Howard, J. (1991). *Managing Development and Diversity Workbook*.

Appendix E

CONFIDENCE--EFFECTIVE EFFORT—DEVELOPMENT

```
Line of No
challenge
                            Line of challenge
                            Unrealistic zone

            Moderate
              Risk          -       * risk assignment
              Zone

                                    * risk assignment
Probability of
success - high    PS-50%
                  Dev-Good           Probability of
Development - low Satisfaction-Good    success - low
                  to excellent
                                     Development - high
Satisfaction - low
                  Realism            Satisfaction - ?

                  *Low risk
Feedback            assignment       Feedback
```

(ZOD - Zone of Development — appears vertically in the center)

Management Responsibility Model

Training Intervention

By J. Howard and Associates (1990)

Appendix F

Interview Topics

The purpose of this research is to obtain:

   Information about your perceptions of the usefulness of the diversity training

   Your perceptions of the environment in your business unit and the impact of this environment on the use of the diversity training.

   Information on perceptions of management behavioral style changes.

Please answer these questions to the best of your knowledge.

1. How do you feel about working here?

2. Tell be about your job?

3. Tell me about your manager, what was his/her behavior like before the diversity training? After the diversity training?

4. How are the following administered in your business unit? Are these done fairly?

        Performance Appraisal Reports (PARs)

        Promotions

        Work Assignments

        Awards/Punishments

5. How independent (autonomous) are people allowed to be in your business unit? Are they told what to do, micro-managed? Are they allowed freedom to make their own decisions?

6. How does communication take place in your business unit? Is it top down, bottom-up, formal or informal?

7. What procedures, if any, are used in your business unit to monitor your activities?

8. Have many changes occurred at this facility over the past six years? Can you describe the changes you have noticed and how they have impacted or altered your professional life?

9. If you have been in more than one position over the past two years, in comparing your current position to previous positions when you first began employment at this agency, is it better or worse?

10. Did the training meet its stated objectives?

11. Did behaviors of managers change?

12. Was it an effective training intervention?

Please answer the following demographic section:

Job Title:

Grade:

Number of years employed:

Race:

Age:

Gender/Male or Female

Thanking you in advance for your help in collecting this research.

Appendix G

Awareness Training Objectives

This workshop is a highly experiential, multi-media experience that uses small teams, the total group, various exercises and presentations to help you better understand:

The World and…

Its Diversity - How diversity is an integral part of all the changes facing organizations as they move through the 21st century

Its changing Environment- How and why the increasingly diverse world is causing organizations to change

The Impact of Our Society- the societal issues that create and influence our attempts to address issues related to diversity

Technology- How technological advances converge with other changes to create a more complex environment.

Others and…

Past Experiences- How the past experiences of the various groups to which people belong affects their present interactions with others

The Challenge of Career Advancement- The similar and different career advancement challenges various groups face on the road to success

The Media- How the media (TV, movies, magazines, newspapers, etc.) reinforce positive and negative images of different groups.

Yourself and…

What shaped your world view- The multiple dimensions that helped to create your world view

Your beliefs and attitudes- Your beliefs and attitudes toward those who are similar or different from you on a variety of dimensions

The Way You Respond to Differences- Some of the ways you typically deal with differences in others and in the world around you

What You Need Today- The skills, awareness and styles you will need to create, manage or participate effectively in diverse teams and organizations

Your Organization and…

Its Diverse Workforce and Client Base- The dilemmas and issues your organization is facing as it responds to an increasingly diverse workforce and customer/client base

How to Maximize the Contributions of the Workforce- The potentially subtle and unintentional ways in which your organization may be preventing all types of people from fully contributing

Motivational Forces Related to Diversity- Why and how such important organizational efforts, such as continuous improvement, empowerment, career development and realignments are related to diversity

Its Management Styles and Systems- The management styles and systems that will have to change to meet the new challenges and demands of an increasingly diverse workforce and customer/client base

Extracted from the Consulting Group of Washington, Inc. (1992) *One Song Many Voices Workbook*

Appendix H

Skill-based Training Objectives

1. Sensitively explore issues of diversity in the workplace.

2. Examine our common psychological need for a sense of worth which contributes to a capacity to deliver quality performance

3. Recognize that focusing first on commonalties establishes a foundation for building trust and an appreciation for differences.

4. Establish the notion that all behavior is understandable, even if not adaptive.

5. Discuss how historical and environmental circumstances can predispose all of us to behave in predictable (sometimes stereotypical) ways.

6. Give you a frame work for understanding how the "Process of Development" can be the answer to the potentially problematic issues of managing a diverse workforce.

7. Give you an opportunity to assess the effectiveness of your own behavior toward managing a climate that fosters personal growth.

Extracted from J. Howard & Associates (1991) *Managing Diversity and Development Workbook*

Appendix I

Case-Ordered Effects Matrix

Effects of the Training	Favorable Subjects								Neutral Subjects								Unfavorable Subjects							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1. Meet stated objectives as an innovation	X	X	X	X	X	X		X															X	

	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
2. What kinds of behavioral changes occurred in Caucasian managers																	X	X	X	X	X	X	X	X

	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
3. To what extent was the training an effective organizational intervention			X					X	X									X		X	X	X	X	

Appendix J

Managerial Abdication Model of Development

Model Description: This model states that development is a strictly individual phenomenon, determined by innate ability, a fixed set of characteristics over which the individual has no control "You either have it or you don't (p. 19)."

INNATE ABILITY-----------→DEVELOPMENT

Researcher's Understanding and Explanation: Some managers think about minorities and women within the above model. They feel these people, unlike themselves, have limited potential and abilities and therefore, these types of people are pigeonholed into non-challenging status quo jobs. Because the manager has accepted, "rumors of inferiority," he/she believes it is a waste of time to try to give these people high visibility assignments. These types of managers do not believe women and minorities are capable of brilliance and can do an excellent job. They believe these types of people either are born with the intelligence to be successful or they are not born with "it." These types of managers do not believe women and minorities can be very successful even if they are given the opportunity to excel and reach their fullest potential. Managers like these, do not believe in their people. They do not believe they can succeed and they don't believe they are productive. These types of managers stereotype productivity and potential in their employees even when they are successful at an assigned task. Some are described as an "exception to the rule." When viewed by the employee, as a credible source, the managers are not perceived as wanting to help develop their employees and they outwardly do not believe people have potential to succeed. In some non-verbal ways, they transmit this to their employees. They also relate in several ways that they do not believe in the abilities or capabilities of their employees. They believe that to be born different, is to be born deficient.

Extracted from J. Howard & Associates. (1991). *Managing Development and Diversity Workbook*

Appendix K

The Researcher's Proposed Modification to Taylor Cox's(1991) Societal Integration Model
Originally designed by Milton Gordon (1964)

Dimension	Definition
1. Acculturation	Modes by which two groups adopt to each other and resolve cultural differences
2. Structural Integration	Cultural profiles of organization members including hiring, job-placement, and job status profiles
3. Informal Integration	Inclusion of minority- culture members in informal networks and activities outside of normal working hours
4. Cultural Bias	Prejudice and discrimination
5. Organizational Identification	Feelings of belonging, loyalty and commitment to the organization
6. Inter-group Conflict	Friction, tension and power struggles between cultural groups

Exhibit 1. Conceptual Framework for Analysis of Organizational Capability for Effective Integration of Culturally Diverse Personnel

Source: Cox, Taylor. (1991, May). The multicultural organization. Academy of Management Executive,5, p.35.

7. Elimination of Barriers	Elimination of limited or no opportunities for advancement, end of Glass ceilings for employees
8. Positive Employee Development	Developmental assignments provided in conjunction with career development skill competencies for access into all levels of the organization

9. Managerial Behavioral Changes	Managers value the contributions of employees and have managerial salary tied to diversity efforts as evaluated by employees
10. Cultural/organizational transformation	Pluralism, the sharing of power with non-traditional employees in decision making throughout all levels of the organization

7-10 Developed by Linda G. Livingston

Table 1 - GS Salary Levels

January 1998 General Schedule Pay—Washington - Baltimore Area

GS level	Step 1	2	3	4	5	6	7	8	9	10
1	$13,902	$14,366	$14,828	$15,288	$15,753	$16,024	$16,479	$16,939	$16,958	$17,393
2	15,630	16,003	16,521	16,958	17,147	17,651	18,155	18,660	19,164	19,668
3	17,055	17,623	18,192	18,760	19,329	19,898	20,466	21,035	21,603	22,172
4	19,146	19,784	20,422	21,060	21,699	22,337	22,975	23,613	24,252	24,890
5	21,421	22,135	22,850	23,564	24,278	24,993	25,707	26,422	27,136	27,851
6	23,876	24,672	25,468	26,264	27,060	27,856	28,652	29,448	30,244	31,040
7	26,532	27,416	28,300	29,184	30,068	30,952	31,836	32,719	33,603	34,487
8	29,384	30,364	31,343	32,323	33,302	34,281	35,261	36,240	37,219	38,199
9	32,457	33,539	34,621	35,704	36,786	37,868	38,951	40,033	41,116	42,198
10	35,742	36,934	38,126	39,318	40,509	41,701	42,893	44,085	45,277	46,468
11	39,270	40,579	41,888	43,197	44,505	45,814	47,123	48,431	49,740	51,049
12	47,066	48,635	50,205	51,774	53,343	54,913	56,482	58,051	59,621	61,190
13	55,969	57,835	59,700	61,565	63,431	65,296	67,162	69,027	70,893	72,758
14	66,138	68,343	70,547	72,752	74,956	77,160	79,365	81,569	83,774	85,978
15	77,798	80,391	82,985	85,579	88,173	90,767	93,360	95,954	98,548	101,142

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VITA

Linda G. Romanski-Livingston

SUMMARY OF HUMAN RESOURCE SKILLS

Experience and expertise in the following areas of training and consulting: leadership and management training, mediation facilitation and presentation skills. Extensive instructor, customer service and diversity facilitation experience. Certified government instructor.

HUMAN RESOURCE ACCOMPLISHMENTS

Designed employee orientation training guide and program, computer skills program, early adult parental skills program and guide and a variety of training workshops in public and government facilities. Training consists of: team building; conflict resolution; facilitation and mediation; prejudice reduction; crisis communication and feedback skills; managing diversity and change dynamics; assertiveness training and leadership development.

MEMBERSHIP ORGANIZATIONS

Kappa Delta Pi Honor Society
Whose Who Among Students in American Colleges and Universities 1972
Alpha Kappa Mu Honor Society
Delta Sigma Theta Sorority, Inc.
Interdenominational Ministers Wives and Widows Association

VOLUNTEER EXPERIENCE

So Others Might Eat (SOME)   Girl Scouts
United Black Fund
United Way

EDUCATION

Virginia Polytechnic Institution & State University   Howard University
Northern Virginia Graduate Center   Master of Education-May 1977
Doctoral Studies in Adult Education   Major: Special Education
Major: Adult Education/Human Resource
Development Aug. 1992-May 1998

Certificate of Advanced Graduate Studies- (CAGS)
Virginia Polytechnic Institution & State University- May 1998

Catholic University   Savannah State College
Master Library Science - May 1984   Bachelor of Science-May 1972
Major: Library and Information Science   Major: Elementary Education