

CHAPTER I

INTRODUCTION

As we approach the 21st century, the U. S. is facing a notable challenge. In most of our organizations, this challenge may have a direct impact on workforce productivity and personal fulfillment. Our challenge is parity of representation, for some groups, within the diversity of our workforce. Once dominated by white males, the workforce is being reshaped with respect to race, ethnicity, gender, national origin and age. According to Wheeler (1996), this diversity can be seen as an opportunity to increase organizational effectiveness and competitiveness by maximizing talent, fostering innovation, and tapping into the skills, and creativity of an increasingly diverse population.

Unfortunately, in the past, many in America's workforce have not acquired the benefits shared primarily among the majority population. For some diverse groups, companies refused to hire minorities in positions comparable to their education. Many changes have been proposed, and some have been implemented to alter how the political, economic, and social systems respond to diverse citizens. Civil Rights laws, integration, and affirmative action plans and actions have been tried to correct these systems. These plans and actions have not fully rectified the problems of parity, economic fairness and social justice for minority groups in this nation. Ethnic differences in academic achievement and job skills have been a matter of grave national concern, as is clear in the Hudson Institute's Workforce 2000. Minority skill deficits are still relatively large, especially for blacks, and clearly limit employment opportunities. The proportions of blacks and Hispanics who are qualified for particular jobs are often smaller than the proportions of whites and Asians. They are often woefully smaller for higher-level jobs. (Gottfredson, 1986a, 1987b). Workforce 2000 clearly indicates that there is a problem in many of our nation's workplaces due to multiple reasons, cultural differences, prejudice, the lack of educational and job opportunities. Clearly then, for people of color, a problem exist in workforce parity in opportunity, promotion, management, job placement, salaries, and access to decision making positions in most levels of organizations.

Since parity has not been achieved, it is difficult to assume that most employees, managers, administrators, and leaders are adequately prepared to effectively meet this challenge in the workplace. Obviously it cannot be addressed, as it has in the past, with status quo, obsolete, cookie cutter, assimilating approaches.

The workforce of the 21st century will need leaders, managers, employees, administrators, and corporate executive officers, who can effectively function in an environment that better utilizes our diversity in business, education, government, and every aspect of life. The new workforce is a vital resource, and should be managed as one.

Many organizations have addressed the problem of workforce parity through improved management preparation and training. In this way, they hope to provide managers and all employees with new knowledge, skills, and abilities. Knowledge, skills, and abilities that address our cultural differences, similarities, and for some groups, barriers to success. Then, among managers, we can assess the implementation and adoption of these methods to determine their effectiveness in addressing the problem of parity among diverse workplace populations.

Background of the Problem

Changing Demographic Composition

In the late 1950s, the demographic composition of the workforce was made up of young white male professionals entering the labor market. Jackson and Alvarez (1992) submit that, back then, today's CEOs, were receiving 96% of the MBA degrees awarded and 90% of the bachelor's degrees in business.

DeLuca and McDowell (1992) contend that during this time frame, employers often dealt with diversity by minimizing it where they could and by trying to ignore it when they could not get rid of it. This approach fit the efficiency mind set that dominated the industrial era. When the supply of labor was abundant relative to demand, employers could control the diversity in their workforce by using selective hiring practices and by imposing standard operating procedures. From a position of relative power, companies could refuse to hire minority employees in positions comparable to their education. Many with college degrees were given janitorial or charwomen positions and excluded from joining unions and apprenticeship programs. Any negative side

effects of such practices, such as lower morale or higher turnover, were treated as justifiable costs paid to ensure a smooth-running organization.

Analysis projected the composition of the workforce would change rapidly between 1985 and 2000. The number of people who enter the U. S. workforce each year is steadily declining, which is a reflection of the declining birthrate. At the same time, the proportions of women, blacks, Hispanics, American Indians, and the foreign-born are growing. Between 1985 and 2000, native-born white men will constitute only 15 % of the increase in the number of workers. The Hudson Institute predicted this in its classic 1987 study, Workforce 2000: Work and Workers for the 21st Century. Women-white, nonwhite and foreign born--will constitute 64 % of the increase, and native-born nonwhite and immigrant men will account for the balance.

Today, females are better educated than ever before and more are choosing to be in the active labor force. By the year 2000, the workforce is expected to be almost completely balanced with respect to gender (Human Capital, 1988). Furthermore, gender-based segregation within organizations is gradually decreasing. By 1987 women represented 35% of the population of the executive, management, and administrative workforces (Selbert, 1987), although in 1990 women held less than one-half of 1% of top jobs in major corporations (Fierman, 1990).

Barryman (1983), describes the entry of other minority groups now emerging as the new balance of today's workforce. The shift in the makeup of workers will also present important opportunities for women and minorities--provided they are well-qualified for jobs that are becoming increasingly demanding. "Overall, the skill mix of the economy will be moving rapidly upscale," the Hudson Institute forecast, "with most new jobs demanding more education and higher levels of language, math, and reasoning skills" (Johnson & Packer, 1987, p.96).

Increased Customer Focus

The changing composition of the workforce is also found among clients and customers. Yarborough (Wheeler, 1996 p.86), diversity manager at Silicon Graphics, explains, "An increasingly diverse customer base is looking for marketing, service, and sales of products that suit their individuals' tastes, needs, and style. If these customers don't feel respected and listened to, they will take their business elsewhere" (p.86). Diversity initiatives might help to enhance marketing strategies by bringing insights from a variety of cultures. These initiatives may also drive effective management and utilization of a diverse work force.

Cultural Changes

Currently, 1996 records support Yarborough's findings, as they reveal that the composition of the workforce is also changing culturally. After gender diversity, Jackson and Alvarez (1992) submit that cultural diversity is the second most frequently noted change in the workforce. Workforce 2000 projections indicate that during this decade, only 58% of new entrants into the labor force will come from the "majority" population of white Americans, with 22% of new entrants expected to be immigrants and the remainder being mostly African-Americans and Hispanic-Americans. Monthly Labor Review figures for new entrants contrast sharply with the status quo. Of the 1985 workforce, 83% were white Americans. By the end of this decade, less than 75% of the workforce will be white Americans (Kutscher, 1989).

Jackson and Alvarez (1992) argue that cultures have consequences that are easily experienced but more difficult to describe, such as values and ways of interpreting the world. These cannot be handled merely by changing policy. It is therefore, these deeper consequences that organizations are struggling with today. When people with different habits and world views come together in the workplace, misunderstandings and conflicts inevitably occur as a result of dissimilar expectations and norms. Such misunderstandings can mean that valuable feedback about problems and successes is poorly transmitted or never becomes available for the organization's use and improvement.

The changing nature of the workforce requires that employees interact continuously with one another, with customers, and with suppliers. Jackson and Alvarez (1992) offer that global competition means that cultural diversity among working Americans is only part of the workplace challenge. Insightful business leaders recognize that the common cultural experiences Americans share with one another make it easier to develop multicultural competence at home and abroad. Thus, they can use their multicultural domestic workforce as an educational resource and training ground for learning some of the tough lessons associated with conducting business internationally.

Barriers to Success for Some Groups

According to Morrison (1996), diversity training programs, typically labeled "Valuing Diversity" or "Managing Diversity," aim to make managers and subordinates more aware of the issues and the opportunities that exist in reducing differential treatment, including awareness of the attitudes, behaviors, and biases that make advancement more difficult for nontraditional

managers. In most cases, the programs are designed to help white male managers change attitudes and behaviors and recognize the prejudice they may have toward women and people of different ethnic backgrounds. This is an important goal. Research by Morrison, (1996 p.34), shows that prejudice remains the number one barrier to advancement for nontraditional managers. Other barriers she identified are: (a) poor career planning, (b) a lonely, hostile, unsupportive working environment for nontraditional managers, (c) lack of organizational savvy on the part of nontraditional managers, (d) greater comfort in dealing with one's own kind, and (e) difficulty in balancing career and family.

Another perspective comes from Wheeler (1996), a research associate in human resources on a Conference Board Study on diversity. He offers the following more recent barriers facing corporations and individuals such as: (a) existing corporate culture, (b) attitudes that are resistant to change and differences, (c) lack of understanding of diversity issues, (d) integrating diversity into business strategy, (e) competition with other pressing business issues, (f) middle and senior management resistance, (g) continuing skepticism, (h)lack of diversity in senior positions, (i)lack of full inclusion of all types of people(j) and the challenges of success—creating mutual support within underrepresented groups. Most diversity training, directed toward changing the behaviors of managers, addresses these latter barriers.

Today, companies are moving toward managing diversity, a process by which the company--not the employees-- makes the effort to embrace differences. R. Roosevelt Thomas, director of the Atlanta based American Institute for Managing Diversity, Inc. at Morehouse College, says that, “managing diversity means creating an environment that enables all participants to pursue organizational goals.” “With this approach, companies can move beyond race and gender issues and look at how all differences--age, tenure, lifestyle, managerial level, department and sexual orientation--affect working relationships”(Caudron, 1993 p. 52).

The Evolution of Legal Attempts

Several mandatory laws and edits have evolved to address the changing personal bias toward nontraditional employees. The legal aspects of cultural diversity programs for managers including civil rights, affirmative action, women, and minorities have been major dilemmas in the ever changing composition of the workforce.

First, the legislation of the civil rights movement as noted by Morrison (1996), produced a significant reduction in some forms of racism, sexism, and other discrimination in this country. The Civil Rights Act of 1964, among other pieces of legislation, helped reduce some of the most blatant forms of discrimination that put men of color and women in general at a disadvantage.

According to Leach, Jackson, LaBella & George (1995), a paradigm shift that began in the civil rights work of the 1950s took solid form in the 1960s. During the 1960s, social and moral issues moved to the forefront. Groups of people who felt disenfranchised and undervalued, particularly African Americans and women, began to publicly state their objections and search for their own identities in rejection of the identities imposed on them by the dominant culture. Mistrust and anger were expressed in our educational institutions, homes, organizations and in the streets.

As a result of the passage of the 1964 Civil Rights Act, organizations began to hire more minorities and women. Equal employment opportunity (EEO) was emphasized, and organizations grew more aware of and concerned about fairness and equity. In an attempt to avoid more discontent and rebellion, “equal” treatment was interpreted to mean treating people “the same” (Leach, 1995 p. 12). Judith Palmer’s (1989), comments explain how treating people “the same” can be difficult for some groups. She contends that this means applying the Golden Rule from one’s own frame of reference. She believes in attempting to treat everyone the same, some people don’t know how to empathize with others who are very different from themselves.

Second, the legal aspects of affirmative action, according to Leach et al. (1995), occurred during the 1970’s. Equal opportunity was emerging as a proactive business issue, not solely a personnel issue. Issues of racial and sexual discrimination, as well as “reverse discrimination,” were taken into the courts. Organizations began to feel at risk about past and current inequities. Many workers felt caught between a desire for more equitable treatment and a fear of reprisal. Polarization characterized organizational life as the courts continued to define what could and could not be done in the workplace.

Finally, the third legal aspect, that of women and minorities, occurred simultaneously reflects Leach et al. (1995). During the 1980s, women and minorities sought to be included in corporations and organizations. Since the American business culture was traditionally developed and shaped by white men, many women and people from diverse groups attempted to assimilate

and fit into this culture when they entered the marketplace. Many took steps to adopt the white male corporate image and values, perceiving that there was a narrow band of acceptable behavior and dress. By assimilating or gradually adopting the characteristics of another culture, one begins to deny the value of one's own culture. By trying to fit those expectations, women and minorities reinforced the white business model and rejected their own heritage when entering the work environment.

Between the 1960s and 1980s, managers were taught to see people as similar and to be gender, race, and culture-blind. Managers who wore these "blindness" saw themselves as successful and were rewarded by their organizations for treating people the same.

Acknowledgment and Appreciation of all Differences

Now, in the 1990s, Leach et al. (1995) believe, there is a clear emphasis on acknowledging and appreciating all differences. Inclusion is the new concept. In response, organizations are expanding managers' roles and responsibilities, modifying the work environment to create a place where all employees can function well, and assessing the impact of the changing workforce on organizational systems. Managers and employees are being told to take off the blinders, acknowledge and discuss differences, and capitalize on the benefits diversity brings.

To capitalize on these benefits, many managers are discovering a need for cultural diversity training. The purpose of this type of training for managers is to sensitize people to working with nontraditional employees; allowing them to flourish as individuals and on teams to attain their fullest potential in an equal opportunity environment that is flexible, friendly and non-hostile. In the book entitled, Working With Diversity, (1995) by Leach et al., the authors submit that in most organizations, the purpose of educational programs is to increase awareness of diversity issues and the business imperative. The program can also provide the organization with a way to put the diversity effort in context, clarify terms, and explain how the organization intends to move forward to address emerging diversity issues.

The Beginning of Cultural Diversity Training

The inception of cultural diversity training for managers occurred in the 1940s. The first records of attempts at understanding intercultural relations date back specifically to Executive Order 9981 issued on July 26, 1948, by President Truman. This order called for "equality of treatment for all persons in the armed services without regard to race, color, religion,

or national origin (p.204).” Dansby and Landis (1996), submit that the foundation of intercultural relations in the military was based largely on the integration of blacks into the services following World War II. Military training in matters of intercultural diversity and Equal Opportunity (EO) is multi-tiered, starting with basic instruction at the various service entry points (e.g. basic recruitment training, service academies, ROTC) and continuing through the senior career levels. Although each service develops its own directives and program of training, the core of this training comes from one source: the Defense Equal Opportunity Management Institute (DEOMI) at Patrick Air Force Base, Florida. Since 1971, this institute, has been responsible for training the Equal Opportunity (EO) advisors who manage and conduct training programs for the services. In essence, DEOMI “trains the trainers” for the Department of Defense (DOD) in matters of intercultural relations, equal opportunity and diversity. Dansby and Landis (1996) further contend that desegregation of the services did not lead to an end of racial discrimination and strife, nor did it result in full integration(from an attitudinal perspective) of minority members (Lovejoy, 1977). By the early 1960s, with the civil rights movement in full swing, pressure to improve conditions for minority service members continued to swell. Proponents of civil rights in the public sector and the Kennedy administration urged DOD to take action to end segregation in reserve units and in the housing and schools serving military bases (MacGregor, 1981). Intercultural sensitivity training in the military provides the first records at U.S. attempts at diversity training. Since officers were some of the first to receive the training, this can be perceived as the first management training attempts at race relations and diversity.

The curriculum of cultural diversity training programs for managers includes, according to Loden (1996), becoming competent at interacting in and managing diverse work groups, etc. She contends that, “while it is tempting to offer all employers a large menu of educational offerings to meet these needs, it is unlikely that the majority will return to the buffet table more than once or twice. Therefore, deciding what to offer in each segment (content) and when to offer it (timing) are both critical decisions in building a basic diversity curriculum” (p. 154).

In terms of content and format, the products range from more cerebral programs on intercultural etiquette and communications, all the way to highly experiential, multi-day, prejudice reduction workshops and dialogue groups that meet monthly over several years. While the proponents of each type of program tend to believe that theirs is the most useful training for

everyone, in truth, a combination of personal awareness education, business awareness, and skills training is usually required to prepare people across all segments for change. Loden(1996) adds that, “in combination, these three types of diversity education can address the behavioral, informational, and skill needs of the majority of employees” (p. 154).

The objectives of cultural diversity programs for managers are threefold. The first objective is that of personal awareness training. Williams (1992) found, in this training one gains an understanding of what has shaped an individuals’ world view, beliefs and attitudes, and the way they respond to differences. Loden (1996) adds, that, it is hoped that this training will bring about increased cross cultural empathy and understanding, along with prejudice reduction. When individuals return to the work place, it is hoped that they will interact more with others unlike themselves.

The second objective, Loden (1996) believes, is that of business awareness training, which addresses bottom line reasons for adopting organizational change. This includes addressing changing customer and work force demographics. According to Williams (1992) examining, “the potentially subtle and unintentional ways in which your organization may be preventing all types of people from fully contributing,(p.iii)” is an immense part of this type of training. This training, Loden (1996) contends, also addresses the possible benefits of valuing diversity. An inspection of “management styles and systems and how they will have to change to meet the new challenges of diversity” is also critical (Williams, 1992, p. iii).

Finally, the third goal, reflects Loden(1996), that of diversity skills training includes, a step-by-step framework for taking appropriate action to apply what you have learned. In contrast to awareness training, diversity skills training is designed to enhance or modify specific behaviors. At the end of the training, participants leave with a repertoire of new skills that can be transferred to real-world situations.

Effectiveness of Diversity Training Programs

Research findings on the effectiveness of cultural diversity training programs for managers have been scarce. Despite the rapid growth in diversity training programs across this country, Rossett and Bickman, (1994) indicate that little research has been conducted to assess course effectiveness or their impact. According to the literature, and specifically the May 1993 Society for Human Resource Management (SHRM) Survey, most programs merely measure a reaction to

the training, directly at the end of the course. The survey indicates that this data is usually far more reflective of the participant's reactions to the trainer conducting the course than of any permanent behavior change that is a result of the program.

In this May 26, 1993 survey conducted and cosponsored by the Research Committee of the Society for Human Resource Management and Commerce Clearing House, Inc., Dr. Benson Rosen of the University of North Carolina and Dr. Sara Rynes of the University of Iowa, concur that the jury is still out on the value of diversity training. They indicate that while companies are dedicating on average 8% of their training budgets to diversity courses, it doesn't appear that they are getting much for their money. Over 70% of diversity training programs are one day or less in length and only 27% of the organizations are measuring the systemwide impact of their efforts. They indicate that the relatively small number of organizations currently conducting training (little more than 30%) and the reported lack of success of the courses can be attributed to the relative infancy of diversity as a business issue, according to Dr. Rosen. "There is still a great deal of experimenting to be done to determine what works and what doesn't in education efforts on the subject. Survey results revealed that, in most cases, organizations are not conducting any follow-up measurement to determine the impact of their training sessions on diversity. Results indicate that over 75% of the organizations represented in the survey provide little or no incentives for managers to increase the diversity of their work groups.

In a December 9, 1996 Business Week article, Jerry L. Gills, vice-president and director of employee relations/diversity at Norwest agrees as he explains, "it is important to recognize that success is not always quantifiable. Measures may look different. People expect hard numbers, but it is not only the hard numbers, it is about culture and environment (p.117)."

"The challenge then is to design and conduct a diversity course that has a positive reaction on its audience. This is an organization's first opportunity to make or break its diversity program by establishing or failing to establish clear objectives (p.6)," says Dr. Rynes. She goes on to say, "Too often diversity training is conducted for the public relations value it will provide rather than with the intent of making any real changes in how people work with each other (p. 6)."

The strengths of cultural diversity programs for managers and employees are multiple. Breaking down derogatory stereotypes and improving race related behaviors are in the forefront

toward providing equity in organizations. Morrison (1996) believes the primary intent of making real changes rests in how people work with each other.

The weaknesses of cultural diversity programs for managers and employees are multiple also. The largest problems stem from no means to measure effectiveness of the results of the training and a lack of accountability on the part of managers to implement what they have learned, which causes an inability to force a change in behaviors. Also, according to Day (1995), employees protest that some of the training has confrontational and unorthodox training techniques, which invade participant privacy and humiliate them in front of coworkers.

Statement of the Problem

For years, corporations have been using diversity training programs to address issues that center on encouraging an increased understanding of people who come from diverse backgrounds and cultures, the overall purpose was defined by Rosen & Rynes, (1995), as the management of an organization's culture and systems to ensure that all people are given the opportunity to contribute to the business goals of the company. Programs have been designed to increase the efficiency and the effectiveness of managers who are required to manage in a diverse environment. The programs have also been designed to assist in fostering peer-to-peer cultural understanding in the workplace. Although these programs have been utilized in many corporations, very little has been done to chart the progress of companies as a result of the training programs. And, there has not been anything written in the literature on perceptions of minorities involved in a diversity training program. The need for this type of research however, has been increasing. The professional literature describes what the results of the training should be however, literature revealed that little is known concerning positive or negative behavioral changes in managers toward their minority employees. Studies focused on what programs were available (Rossett and Bickman, 1994), what constitutes early effective training approaches (Sleeter & Grant, 1987,1988,) , and what models are available (Cox,1993, Jackson & Hardiman, 1994). However, little to date is known about the effects of behavioral outcomes on managers participating in these training programs.

Evaluation of training outcomes is a prerequisite for effective delivery of training programs (Goldstein, 1991; Latham & Wexley, 1981). Without concrete information about program

strengths, weaknesses, impacts or behavioral outcomes, it is impossible to systematically improve program content and delivery. Furthermore, lack of evaluation signals low responsiveness to attendees, and low commitment to follow up or improve on program outcomes (Rynes & Rosen, 1995).

There is a hope, that as a result of the training, there would be an increase in upward mobility in positions and salaries for employees regardless of race, nationality or color. Presumably, the ultimate result should indicate a behavioral change in some managers, if they are implementing the training as recommended. The objectives of the training program provide specific behaviors that managers should be doing if the program is being fulfilled as suggested. (See Appendix A *Managing a Changing Workforce*)

Purpose of the Study

The purpose of this study was to investigate the perceptions of behavioral outcomes as observed and experienced by minority employees concerning their managers who attended a diversity training program held in a government facility and to develop specific findings, conclusions and recommendations for the development of such programs. This study offered an in depth investigation as to whether objectives of the training program were met, behavioral changes in managers occurred, and to what extent the training program was an effective organizational intervention. Therefore, an identification of behavioral outcomes of managers emerged and results revealed an analysis of the training program.

The investigation of the connections between management receiving the training, changing behaviors, and actually developing minorities to reach management ranks yielded a greater understanding of the extent to which these training programs were effective and being implemented as taught.

Research Questions

In order to accommodate the purpose of the study, the following research questions were posed:

1. To what extent did the training program meet its stated objectives?

2. What kinds of behavioral changes occurred in Caucasian managers after attending a diversity training program?
3. To what extent was the training program an effective organizational intervention?

Significance of the Study

The significance of this study lay in its attempts to explore the effectiveness of a diversity training program in improving the behaviors of managers who may have discriminated against minorities in the past.

Additionally, this study was significant in helping the above groups circumvent systematically placed organizational barriers by making them aware of their existence.

If a diversity training program has been identified as ineffective, implications from this study provide an alternative intervention on how a program could be developed that could prove beneficial to groups that have previously been victims of inequitable treatment. Moreover, to truly value these learning interventions, results of this study encouraged the implementation of more diversity training programs so that more individuals may obligate themselves to this type of training. By identifying if managers have done anything differently, to improve the workplace, as a result of the training, other programs could be designed to influence these forms of educational activities. Additionally, the study suggested that managers who have improved their behaviors, may be able to influence or aid other managers like themselves to see the value in diversity training efforts and provide opportunities for qualified minorities to attain their fullest potential.

Definition of Terms

Several terms that are used in specific ways in this study are defined below.

Diversity

According to Morrison, (1996), diversity is often viewed as an alternative to affirmative action, which has taken on negative connotations because of its association with the government's imposition of "quotas" and failed attempts to integrate the various layers of the American workforce. To make diversity a more innovative and appealing idea, some people are reluctant to define it as anything more than an appreciation of differences that may improve an organization's performance. These people are reluctant to include the notion of integration or adequate representation in the definition for fear that diversity will come to be viewed as little more than a

new label for affirmative action. Yet any reasonable definition of diversity must include integration itself, not simply an awareness of its value. People with diverse backgrounds and physical characteristics must be integrated into the teams that plan and carry out an organization's activities so that their ideas and skills are used and not merely acknowledged.

Advocates of diversity also emphasize skills and abilities to avoid the problem that affirmative action came to mean hiring or promoting members of covered groups who are less qualified than their white male cohorts. By making diversity seem as different from affirmative action as possible to avoid the problems and mistakes that occurred in the past, this strategy creates its own set of problems (Morrison, 1996).

Otherness

Those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups. Individuals or groups who are different from ourselves.

Affirmative Action

According to Webster (1984) affirmative action is action taken to provide equal opportunity, as in admissions or employment, for minority groups and women.

Inclusivity

Inclusivity is a term bandied about where people have a diverse work environment. It implies a comprehensive openness--an environment that welcomes any person who can do the job, regardless of race, age, gender, sexual preference, religion, ethnicity, or physical ability. (Gardenswartz & Rowe, 1993).

Empowerment

The promise of empowerment is that it will dramatically increase the sense of responsibility and ownership at every level of the organization, especially at the bottom where products and services are delivered and customers are served. The problem with empowerment is that it demands a radical realignment of our beliefs about control systems and the levels at which decisions are made. The payoff is greater levels of quality and customer response (Block, 1987).

Andragogy

The art and science of helping adults learn (Knowles, 1984).

Nontraditional employee/manager

Men and women of color and white women

Organization of the Study

This study depicted an analysis of a diversity training program in adult education. I investigated specifically, management behaviors, to assess whether behaviors changed toward minorities as a result of attendance at a cultural diversity training program.

Chapter 1 discussed the background of the problem, purpose of the study, its significance to the field of adult education, and what the researcher expected to discover. Chapter 1 also includes definitions of terms and the research questions that guided this study.

Chapter II provided a review of the literature relevant to the overall research and information on the theoretical and conceptual frameworks. Relevant literature in this study included documented findings and writings related to diversity training programs.

Chapter III focused on the research method, design, population, criteria for selection, research site, program materials, unit of analysis, and techniques used to collect and analyze the data. Interview and demographic data of the participants was provided. The researcher used a qualitative case study design. The research included study questions, data collection, analysis procedures, and the purpose for using the research design.

Chapter IV presented the individual case analyses.

Chapter V presented the cross case analysis and interpretation of the findings. Also included were themes or patterns unique and relevant to the conceptual framework. Discussions of the findings were provided therein.

Chapter VI presented the summary of the study including a discussion of the conclusions and recommendations.

Chapter II

Review of the Literature

Introduction

In recent years, diversity has become a topic of great interest. As the world's workforce becomes ever more diverse, the ability to manage these demographic challenges will determine whether the United States can compete globally. Diversity and how we manage it becomes the century's greatest challenge to organizational life worldwide.

Although many organizations have been neophytes in attempting to value and manage diversity, capitalizing on it, according to the literature, can provide a distinct personal, interpersonal, and organizational advantage. This becomes validated more often everyday, but many organizations still, "don't understand it."

Educators Carnevale and Stone (1994) maintain that, "part of the challenge of managing diversity lies in the fact that it is a new field of endeavor. Its meaning and parameters are still being defined, and there is only a relatively small, though growing, body of experience for organizational leaders to consult for precedents" (p. 32). However, evidence continues to show Workforce 2000 or the "workforce of the future" is here. Ronald Glover, (Wheeler, 1996), Director of Employee Relations and Diversity at Digital Equipment Corporation confirms that, "a diverse workforce is no longer a theoretical discussion. The current talent pools, no matter what level we look at, are made up of people who are diverse"(p.92).

Diversity in the business workplace is therefore currently influenced by cultural values, societal norms, changing values, more individuality, laws, and economic conditions, that have caused greater participation rates by women and others in organizations. According to Wheeler (1996), "the following are among the key workforce trends impacting businesses: 1. the number of workers is decreasing, 2. the average age of workers is rising, 3. more women are on the job, 4. people of color are a growing percentage of the workforce, 5. immigration is increasing, 6. the world is becoming a global labor market, 7. white males are a decreasing percentage of the labor force entrants, 8. disabled are gaining more access to the workplace, 9. skill gaps are increasing

between employer needs and employee ability, 10. work/life balance is more demanding for employees, and 11. employees are more demanding and less loyal” (p. 92).

These trends are important, apparent, complex and subtle. There are implications of internal and external consequences for businesses and workplaces. Internally, diversity is about having work environments that access, value, and utilize the workforce. Externally, diversity is about markets, communities, and even social concerns that impact business environments and economic viability.

According to Johnston & Packer, (1987) “the challenges and potential opportunities posed by employee diversity in the American workplace are a growing reality. Since 1970, the number of women as a percentage of the total labor force has doubled. In 1990, they constituted 46 percent of the American workforce” (p. 85). More women in the workplace will result in an increase in family related demands – such as maternity leave and day care. Another interesting set of statistics stated in the Handbook of Labor Statistics, (1989), indicated “in 1985, people of color made up 13 percent of the workforce” and “by 1988, that percentage had risen to 18 percent,” (p. 19). According to the literature, the traditional, white male majority of the 1980’s and before will be drastically reduced. During the next decade, women and people of color are expected to fill 75 percent of the 20+ million new jobs created in the United States. Griggs & Louw (1995) contend that, “people of color already purchase more than any of the countries with which the U. S. trades” (p. 17). According to Loden & Rosener, (1991) “by the year 2010, white men will account for less than 40 percent of the total American labor force. In addition, diversity in age, ethnic heritage, physical ability, religious belief, sexual/affectional orientation, and work and educational background are also increasing in the workplace as American society continues to become more culturally segmented “ (p. xvii).

When one considers the demand for increased productivity, innovation, and commitment in the global arena, no competitive organization can afford to ignore these changing demographics or assume they will have no effect on the way work is completed. Moreover, considering the historical records of the past, can we assume that most employees, supervisors, administrators, CEO’s and leaders are adequately prepared to deal effectively with increased workforce diversity?

According to Fine (1991), “creating a multicultural organization, however, is not simple” (p. 260). Because our existing organizational theories ignore cultural differences, one is expected to

assimilate into the existing organizational culture. Although the current literature in organizational communication is expanding, many texts do not provide an analysis or understanding of how culturally different individuals create organizations that allow every voice to be heard and respected while equally allowing for totally inclusive work contributions.

Management consultants and experts in this field who have published on this topic --including Taylor Cox, Roosevelt Thomas, David Janieson and Julie O'Mara, Marilyn Loden and Judith B. Rosener, Ann M. Morrison and John Fernandez -- emphasize the need for changing organizational culture rather than trying to change people to fit the culture.

This research is based on the premise that behaviors of managers in organizations may be different as a result of a diversity training program. More specifically, this research concerns itself with objectively evaluating a diversity training program as a training intervention. Although, research of this type is scarce in the literature and despite the gap in this type of knowledge, sufficient evidence exists to provide a knowledge base upon which to frame this study.

The purpose of this study is to offer an in-depth investigation as to whether objectives of a diversity training program were met, whether behavioral changes in managers occurred, and to determine to what extent the training program was an effective organizational intervention. The anticipated outcome is an analysis of the training program and identification of managerial behavioral changes.

This literature review is divided into three sections. The first section provides some information on the historical background of multiculturalism and diversity in a changing workforce. Section two describes how diversity can address various assumptions and barriers. The final section addresses the concept of diversity training relative to awareness and skill building. Both types of training combined can lead to a comprehensive diversity program in most organizations.

An Historical Approach to Multicultural Education Through Emerging Social and Demographic Changes

A demographic description of the workforce indicates educational levels, race, age, sex, the percentage of the population participating in the workforce, and other characteristics. Most changes in workforce demographics occur slowly, are carefully measured, (as in glass ceiling

studies), and can be anticipated by demographers. Since these demographic trends are expected to continue in coming years, the workforce will become even more diverse in the future.

According to Fine (1991), “in the past, U. S. organizations could be complacent about denying access to those in the workforce who were not white and male. Despite efforts by affirmative action advocates to convince corporate managers of the essential ‘rightness’ of hiring and promotion policies that were inclusive rather than exclusive, corporations can no longer afford such complacency. The workforce has become increasingly multiracial and multicultural, between now and the year 2000 white men will account for only 15% of the increase in the labor force. In California, whites are now a minority of the population” (p. 260). The changing composition, color, and gender of the workforce throughout the U.S. means that private and public corporations must hire and promote employees who are different — different from the white males who have traditionally inhabited the corporate world, and different from each other. This change has occurred as a result of emerging social and demographic changes.

Understanding the impact of organizational change can be difficult without understanding educationally and historically how society has changed and how societal changes, in turn, impact organizations. Knowing the early context in which these changes occurred can help. Many of these societal changes had their inception during the 1960s. Banks, McGee-Banks (1993) concur when they relate that multicultural education grew out of the ferment of the civil rights movement. During that time, African Americans began a quest for their rights that was unprecedented in this country. The main goal of that quest was to eliminate discrimination in housing, employment and education. Although African Americans initiated that movement, other ethnic groups mobilized to demand that schools and educational institutions reform their curricula to reflect their cultural contributions and rich perspectives. Hiring practices were attacked as ethnic groups began to demand that the faculty more closely reflect the student body and surrounding neighborhoods. According to Banks, McGee-Banks (1993), “cultural groups pushed for community control of schools in their neighborhoods and for revision of textbooks to make them reflect the diversity of people in the United States” (p. 5).

Also during the 60s timeframe, Banks, McGee-Banks (1993) relate that early responses of school administrators to the ethnic movements were hasty. Administrators developed educational curriculums without much thought or the careful planning needed to implement them within the

educational system. During the 1960s and early 1970s, most courses focused on one ethnic group – African American students. These courses were about African Americans, the very people the program purported to study.

Banks McGee-Banks (1993) further contend that as a result of the success of the civil rights movement, a liberal national mood and growing personal rage, incited other victimized groups to take action to eliminate discrimination against them and to demand the educational system address their needs, histories, and aspirations. Ferguson (1994) notes that, “leaders in the battle for civil rights had from the earliest stages concentrated on specific acts of discrimination, particularly those flowing from laws and practices that denied citizens access to basic rights and services. This is the spirit that animated the Civil Rights Act of 1964 and the Voting Rights Act of 1965” (p. 38).

Ferguson (1994) submits, “in implementation, however, government anti-discrimination policy took a subtle turn. The definition of discrimination changed from discrete acts of malice against individuals, to a historical pattern embedded in organizations and in society at large” (p. 38). This phenomena, woven into American culture and character, came to be called “structural racism”. Supreme court rulings, lawsuits and punishments delivered by the Equal Employment Opportunity Commission addressed this problem. In other words, remedies for structural racism were structural, in the form of goals, timetables, informal quotas and preferential hiring.

Affirmative Action has not worked past getting women and people of color in the door. According to a March 29, 1993 Newsweek magazine article entitled “White Male Paranoia”, minorities and women are still often denied decision making roles. Access to the power that would make a difference continues to systematically be denied.

Accordingly, Ferguson notes (1994) that, “anti-racism work is consciousness-changing work,” as the literature says; “It involves not only changing attitudes and behaviors, but also the way we see reality, the way we understand what it means to be a person... redefining our relationship with power and understanding on a deep level our interdependence with all life... with our minds, our bodies, our hearts, our spirit, with a balance of attention inward and outward” (p. 39).

More recently, Loden (1996) says, “the gaps in our understanding, experience, empathy, and skillset often cause us to do a less-than-effective job, when attempting to manage diversity” (p. 153)

We should, therefore, attempt to perhaps manage diversity in a broader and more inclusive way. Managing diversity, then, could relate to employees that organizations are concerned about understanding the experiences of diverse others -- “we care about how you feel.” Organizations and managers, in particular, could attempt to be more empathic and concerned with improving their less than effective managerial methods of the past.

Diversity training is one mechanism that is geared toward helping employees of various backgrounds share their own unique perspectives and world views from personal lenses. Many people find that the training broadens their vision and aids them in eliminating stereotypes and negative feelings they have harbored for years. Ultimately, this training can positively change behaviors of groups of employees. If implemented and allowed to work properly, this type of training may aid organizations in building personnel relationships and increasing a diverse customer base, which leads to increased revenue in this ever changing workforce.

Transforming Cultures--An Approach Toward Full Diversity

Every employer is unique. Similarities among organizations can be found in their parts, but each whole organization is a culture unto itself. Organizational culture is a product of all the organization’s features: its people, its successes, and its failures. Organizational culture reflects the past and dictates the future.

Carnevale and Stone (1994) assert that, managing and valuing diversity requires a cultural transformation in most workplaces. This event can be quite difficult because it requires the dominant culture to relinquish certain assumptions about the correctness of their own value systems and customs to become more receptive to other cultures, thus providing an approach toward full inclusion in diversity.

Culture is not suddenly created or easily changed, according to anthropologists. Through a process of socialization, early in life, people incorporate cultural values and norms. The values and practices of a society develop culture, “a shared design for living” by a group of people who interact together over time. According to Carnevale & Stone (1994), “This process carries over to the ways people perceive themselves and the world. We all develop a world view -- a simplified model of the world that helps us make sense of all we see, hear, and do” (p. 24). Within our unique window, we bring systemic differences in our experiences, based on race,

gender, sexual orientation, age, religion, class etc. We take these experiences everywhere we go; they affect our lives and how we interact with others.

According to Limaye (1994), when one manages diversity properly, group level and institutional changes must occur simultaneously and individually. Therefore, managing diversity not only includes individual change but changing the corporate culture of the organization to equally distribute authority and decision making power regardless of gender or race, etc., of the employee. Thus, a cultural transformation in mindset must occur.

In the awareness portion of our training, the instructors ask the adults to look at self, their values, behaviors, attitudes, personal style and beliefs. During this segment of the class instructors help the students dissect these cultural aspects of themselves. The instructors scrutinize the characteristics of each student to determine his/her world view and discuss how we, as individuals have a unique “window on the world.” This window is our personal world view. According to Williams (1992), “our world view says a lot about (a) what we expect to happen to us as we live our day-to-day lives, (b) important values, beliefs and attitudes we hold, (c) how we should interact with others, and (d) who or what is right or wrong, good or bad, safe or dangerous. We are all members of various overlapping groups that have distinct ways of thinking, being and doing. Each of these groups contributes to the intricate mosaic that makes us who we are” (p. 26). The goal of our training was to increase our understanding of how membership in these groups influences our experiences, expectations and interactions.

Research by Cox et al. (1991) verifies that “a possible dynamic of diverse groups is that a variety of ideas may be produced and these ideas may develop into better, more creative, cooperative group solutions” (p.5) (Maass & Clark, 1984; McLeod Lobel, 1992; Moscovici, 1980; Nemeth, 1986). According to Fine, (1991) (Nemeth & Straw, 1989), conforming ideation involves the suppression of divergent points of view and convergence toward normative views in decision making . Varied ideation is expected based on the premise that members with differing opinions or points of view will stimulate more ideas and more creative, feasible solutions (Cox & Blake, 1991; Nemeth, 1986). Often this claim is based on research that operationalizes difference in ways not related to ethnic groupings, but a few studies have considered the effects of group ethnic composition on group outcomes. Cox and colleagues (1991) found that groups comprised of members with ethnic backgrounds that tend toward collectivist values (e.g., African American,

Asian, Hispanic) collaborated more effectively and produced more creative solutions to problems than Anglo/individualistic groups. Similarly, McLeod and Lobel (1992) determined that homogeneous Anglo groups produced less creative and less feasible solutions in a brainstorming task than mixed groups. The proportion of various ethnic constituents is also likely to have an effect on which way ideation progresses-both because of possible group differences in ability or cognitive complexity (Cox & Blake, 1991; Lambert, 1977) and because of the greater variation in world views (Cox et al., 1991; McLeod & Lobel, 1992).

In Knowles, (1984), Andragogy in Action, the author discusses the role of the learner's experience as being "valuable to other adults" (p. 26). He contends that differences in the experiences of people impacts education. For many kinds of adult learning, the richest resources are the adults that participate in group discussions, lab experiences, problem-solving projects, etc. In these settings, adults make use of the experiences of other learners. They literally, learn from each other.

So it is with the classroom sharing experiences of diverse groups. Hopefully, this increased awareness and sensitivity will help us to maximize the potential available within our own diverse settings. We could capitalize on learning from each other and listening to diverse ideas on how to improve work environments.

During the awareness segment of the training we examine, according to Williams, (1992), each person's 1) family--traditions, origin, history, birth order; 2) membership groups--race, gender, ethnicity, religion, etc.; 3) world--issues of war/peace, nationalism, global economy and technology; 4) nation--government, politics, economics, social norms, and customs; 5) community--schools, neighborhood, church, civic organizations, commercial establishments; and 6) organizations--culture, politics, practices, systems/formal and informal. In discussing these aspects about each other, we examine self issues concerning age, gender, personal style, education, class/status, marital status, profession, religion, parental status, role, function, level in the organization, geographical location, skills, talents, work experiences, family background, native language, health and life style etc. (p. 26). By examining these parts, we are able to gain some insight into how we are, as humans, similar and different. Some of the exercises, when examining self, provide intuitive insight into information or experiences that shape and influence our world views and the world views of class participants.

According to Adler (1986), specific data on the effectiveness of those training efforts is hard to collect, but a study of seventy-five Canadian consultants found that people exposed to even the most rudimentary form of training on cultural diversity are significantly more likely to recognize the impact of cultural diversity on work behavior and to identify the potential advantages of cultural heterogeneity in organizations (p. 77). In addition, Adler (1986) notes, anecdotal evidence from managers of many companies indicates that valuing and managing diversity training represents a crucial first step for organization change efforts (p. 79).

In addition to organization change efforts, diversity training may aid people in accommodating their culturally diverse customer base as they move into a more service-based economy. Service based economy trends, at this time, seem to be on the rise.

Service Based Industries and Diversity

According to Jackson & Alvarez (1992), as of May 1991 “78% of all U.S. employees--74% of employees in the private sector, worked in service-based industries (Bureau of Labor Statistics, 1991), and projections for the future show a continuing upward trend. However, these figures underestimate the true importance of services in our economy” (p. 14).

Jackson & Alvarez (1992) submit that issues of diversity increase as service activities in organizations increase. In service-oriented workplaces, interactions between people are critical to effective communications that lead to success. Similarities between people usually generate positive basic processes where as differences between people, may cause some friction. Ironically, once managers discover diverse employees can communicate more effectively with like customers, they soon realize they have increased their internal diversity and must find ways to counter some internal difficulties among employees, thus the challenge of effectively managing everyone in the new diverse workforce.

Improved customer service may still be the most forceful but perhaps the least leveraged argument that can be used to help speed adoption of change. Unfortunately, many supervisors and diversity specialists still don't understand this perspective. They seem to make no connection between encouraging a workplace of understanding, respect and cooperation and the ability of employees to effectively interact with diverse customers and clients.

According to Loden (1996), the maxim today, in successful organizations is “stay close to the customer” (p. 95). But how can organizations be confident that they are marketing, selling to, and

interacting successfully with diverse customers if their employees deal with co-workers in a disrespectful or stereotypic manner? (p. 95)

However it is perceived, discriminatory practices are always expensive. More than perhaps any other challenge, discrimination can affect the organization or place of business at every level: personal, interpersonal and organizational, as well as local, national and international. While this type of practice may not always lead to lawsuits, an organization's image and reputation can be tarnished by the negative publicity. In a diverse society like ours, negative, biased, behaviors do impact the business and this impact can prove quite costly.

As far as valuing diversity is concerned, managers and supervisors should do what is equitable and right, for the employee as well as the organization. We really need to focus more on affirming, accepting and ultimately valuing our differences to level the playing field in workplaces. Equal opportunity all too often means competing with one another to see who wins the race of assimilation or who makes you feel "comfortable" around them in the workplace, so everyone has the illusion of feeling "comfortable" with differences. Valuing diversity and what we each can contribute, can benefit the organization as well as the employee. Employees can gain benefits when they do not have to leave their differences at the door and give attention, not to the task or job, but to the task of assimilation. Organizations benefit in that they reap greater profits as a result of an increased consumer base. The consumer base sometimes expands based upon the diversity of the employees on staff. This strong alignment between the business and human benefits adds to the case for valuing diversity even more.

Americans largely agree that the nation must work harder to help all workers develop themselves to their fullest. Such efforts are required not only in the interest of social justice, but also to maintain competitiveness in the global marketplace.

The Managing Development and Diversity Training Program provides this dual approach. Emphasis is placed on the development of minorities and all employees, with an ultimate goal of changing the corporate culture. The cultural awareness approach provides an understanding of basic cultural values, beliefs, and behaviors of various cultures. The approach engages traditional groups in organizations as well as other groups now present in the workforce in an effort to appreciate everyone.

Obviously, to change the state of some organizations, the idea that traditional managers need special diversity training is beginning to gain attention and become more widely accepted. A survey by John Fernandez (1981) supports this statement by revealing that of all the potential candidates for special training white men were seen as the most needy by virtually all management groups, including white men themselves. According to Morrison, (1996), nearly half (47 percent) of the managers surveyed said that “white men have special training needs; only about 35 percent said that women or people of color need special training” (p. 109).

A look at the multicultural marketplace or the multicultural workforce demonstrates that U.S. industry, government, and educational institutions cannot compete successfully in the future without valuing diversity and learning to manage diversity as a vital resource. The decision to value diversity will not reflect a social, moral, or legal agenda in the future; instead, this decision will be based on profit, the “bottom line” (Loden & Rosener, 1991, p. 90).

Historical Approaches To Assumptions About Diversity

In order to manage diversity as a vital resource, obtain egalitarianism, and make complex and fair decisions of the future, managers must also be willing to assess their personal readiness to value differences and forego historical assumptions--something that many are still reluctant to do.

According to Ellis Cose (1993), author of Rage of the Privileged Class, a third generation African-American lawyer described himself as not feeling “entitled to complain” because he was “lucky to be there.” Many of his black associates complain of being treated “differently” (Cose, 1993, p. 86). The assumption was that to be different is to be deficient. What if, according to Cose (1993), these grievances are real: that corporate America, in ways more persistent and pervasive than most whites realize, is playing a cruel trick on those who thought they could escape the curse of discrimination simply by adhering to the rules; that what the would-be trailblazers discover is that following the rules carries few guarantees--for those of any race; that while “a good education, hard work, and high performance can increase the odds of success, a host of other factors, having nothing to do with ability or merit, ultimately dictates how high one can rise; and that those other factors often differ as a function of race”(Cose, 1993, p. 87).

In their research, Loden and Rosener (1991) offer the following historical assumptions about diversity in the American workplace. They question “how most organizations have dealt with

diversity or otherness in the past; to what extent has diversity been valued or devalued; and what traditional assumptions still influence the way in which institutions manage diversity today. Although these assumptions are rooted in the past, they remain embedded in contemporary organization cultures. The assumptions are that: 1) otherness is a deficiency, 2) diversity poses a threat to the organization's effective functioning, 3) expressed discomfort with the dominant group's values is oversensitivity, 4) members of all diverse groups want to become and should be more like the dominant group, 5) equal treatment means the same treatment and 6) managing diversity requires changing the people, not the organizational culture" (Loden & Rosener, 1991, p. 28).

Carnevale and Stone (1994) submit, "cultural differences are at the core of the obstacles to opportunity in the workplace. They may be expressed as interpersonal culture clashes or they may be translated into the variety of organizational formal and informal roadblocks that nontraditional workers encounter on the job everyday" (p.25).

Of course, Carnevale and Stone (1994) agree that discrimination in the workplace has been outlawed for years. But subtle—and some unsubtle—forms remain. Indeed, prejudice (biased attitudes) and discrimination (biased behaviors) are major obstacles to the advancement of women and people of color.

Case in point, the researcher recently went on an interview to obtain a diversity program manager job. Because of a very deep interest in the topic, seven years as a program assistant, and a personal desire to improve the work environment, the prospect of the job excited me. Perhaps the researcher would finally get an opportunity at a management position. Since the researcher had written the original plan for the former diversity program and helped implement it, quite successfully, this job should have been a prime opportunity. But, the researcher did not secure the job. Feedback from the interview panel stated that the researcher did not properly answer the question concerning leadership. The leadership question focused on "what opportunities can you converse about where you have shown leadership or managerial leadership?" The researcher answered, recalling that she had not been a manager but formerly chaired a diversity council. The researcher then began describing many roles of leadership held outside the work place, reciting several successful ventures with examples of the various roles. She also related leadership roles in special interest groups within the community and opportunities in which leadership positions were

held. However, the panel thought the researcher should talk more about what leadership roles were held in the workplace and not outside. The feedback indicated that this question was the reason that the job was not the researcher's. How can you become a manager or a leader if you are not allowed access to those levels in an organization? And, without opportunity, how can you talk about your leadership in the work environment?

Research by Ann M. Morrison and others supports that observation. Surveying managers from 16 corporations, Morrison and her colleagues define prejudice as "equating a difference with a deficiency," and they call this perspective the biggest barrier for nontraditional managers. Carnevale & Stone, (1994) agree that, "Negative stereotypes about blacks, women and members of other groups shape that perception. Prejudice, in its many subtle forms, continues to pervade decisions made in organizations, even in the 1990s"(p. 25).

Although some work places seem free and clear of subtle discrimination, in many, managers may believe they are fair and just. Of course, to express any other belief, even to themselves, may be unacceptable. But, in many workplaces the dominant group must become willing to accept other people, values and behaviors that are unlike their own or they will continue to carry a judgmental perspective that can be perceived as prejudicial.

Learning, communication, and dialogues can be most effective in changing old mental models. Whether in training workshops or in dialogue groups sanctioned by an organization, increasing understanding and changing attitudes can make a difference. When understanding is expanded, prejudice can be killed and workplace relationships enhanced.

Other major organizational barriers to developing diversity, as documented in Morrison's research (in order of importance): (a) poor career planning, resulting in the failure to give to many nontraditional employees the breadth of experience and credentials required to compete for senior-management posts; (b) a lonely, unsupportive, and even hostile working environment for many nontraditional managers, especially in upper management; (c) a lack of corporate "savvy" or political skills on the part of nontraditional managers, which makes them seem awkward and vulnerable; (d) the fact that many people are more comfortable dealing with other people similar to themselves; and (e) difficulty in balancing career and family needs, especially for women (Carnevale & Stone, 1994, p. 25).

Wheeler (1996) contends that most companies have done well at recruiting a diverse workforce. Keeping women and minorities and developing their skills, however, is often another story. One of the primary reasons for turnover or attrition in companies, especially among women and minorities, is the 'glass ceiling'—an invisible but real barrier in many of America's corporations. Claudette Whiting (Wheeler, 1996), a director of human resources at DuPont and chair of the Conference Board's Council on Work Force Diversity, says, "Corporate America can ill afford to be lulled into a false sense of comfort regarding upward mobility gains" (p. 92). Despite progress made in the U.S. work force by white women and people of color over the past decade, both groups are far from having a critical mass in upper management positions. The glass ceiling is alive and well. Moreover for women of color, this disparity has been described as a 'concrete ceiling' (p. 92).

The "concrete ceiling" becomes more vivid for minorities everyday. Going on interviews often and being unsuccessful at convincing the panel or interviewer that you are the "best candidate for the job," -- even when you have all of the qualifications, is very difficult. This ceiling can create personal ability doubts in people with low self esteem; it creates boundaries when people do not believe managers feel them capable. A ceiling of this kind also prevents the full utilization of the workforce and can prevent valuable input to decision-making that can prove detrimental in some companies. This type of barrier hinders African Americans from advancing as they would like. Many who experienced it, cannot aspire to higher positions. Like an invisible obstacle that prevents people from gaining access into management or upper realms in business, this barrier helps them decide whether they want to remain in that work environment or seek more receptive organizations.

A national work force study by the Families and Work Institute found women in management were more than twice as likely as men to rate their career advancement opportunities as "poor" or "fair." Women who said they saw little opportunity for career advancement also tended to be less loyal, less committed, and less satisfied on the job. Often top management is unaware that these issues exist. If the best and brightest are undervalued, they go to companies that provide opportunities or they become entrepreneurs. The biggest percentage of new company growth is among women and minorities (Wheeler, 1996, p. 92).

Wheeler (1996) also says, turnover costs alone provide a good business rationale

for addressing the issue of attrition. The director of diversity at a worldwide, high-tech company explains that it costs \$12,000 to \$14,000 to recruit new employees and \$100,000.00 to train them. The loss of those employees costs the company about \$112,000.00 per employee. These figures do not incorporate the costs of lost accumulated company knowledge, current contribution and future potential, and poor morale where high turnover might exist (p. 92).

Carnevale and Stone (1994) believe obstacles to opportunity can be viewed from another analytical perspective — namely in terms of the level at which they occur. According to Cox, barriers occur at three levels—the individual, the group, and the organizational. These interact with each other to create a climate that thwarts diversity efforts (Carnevale & Stone, 1994, p. 26). Cox interjects that “the moral imperative — doing it because it is right — has driven EEO and affirmative action initiatives and now it also underlies the diversity agenda” (Carnevale & Stone, 1994, p. 22).

The researcher concurs with Cox when he says that barriers occur at three levels -- the individual, the group, and organizationally. The challenge then for most organizations is to attempt to transform the organization holistically, that is, on every level. Implementing the training methodologies and managing the different aspects of diversity as a “whole effort,” leads to a comprehensive change. Once we totally integrate the change, piecemeal efforts become extinct.

Often minorities will face many more obstacles on their roads to success in some companies. If diversity is holistically managed, mind-sets of those in power will be transformed into developing inspirational organizations in which all people are supported, valued and empowered to make decisions. People of color and those currently in places of authority could be found working in all levels of the workplace -- sharing the power that exist. Workplaces could be places where high performance is a way of life and fair treatment diminishes the barriers to success that so many people of color confront each working day.

Cox’s international model demonstrates the impact of diversity issues on individual career outcomes and organizational effectiveness. His model suggests that individual-level factors (personal identity, prejudice, stereotyping, and personality type) along with intergroup factors (cultural differences, ethnocentrism, and intergroup conflict) and organizational factors

(organizational culture and acculturation processes, structural integration, informal integration, institutional bias, and human resource systems) all define the diversity climate of an organization” (Carnevale & Stone, 1994, p. 26).

Finally, in his classic work on assimilation in the United States, Milton Gordon analyzed seven dimensions of integration in persons from different ethnic backgrounds into a host society. Taylor Cox (1991) uses integration to mean “the coming together and mixing of people from different cultural identity groups in one organization. A cultural identity group is a group of people who (on average) share certain values and norms distinct from those of other groups” (Cox, 1991, p. 35).

Some researchers (Baugh, 1983; Collier & Thomas, 1988; Davies & Harre, 1983; Gudykunst, 1994; Kochman, 1981, Triandis, 1972) contend that potential worldview and behavioral differences are predicated on the assumption that members of a given culture are likely to share a set of common symbols, values, and norms and that those commonalities are enacted in communication. Cultural markers are thus communicated through style, rules, shared meaning, and even dialects/languages, and they may be more or less perceived as cultural differences by others in interaction. Second, shared sets of cultural knowledge and behavior translate to a group identity such that individuals perceive themselves as group members in relation to other groups (Ashforth & Mael, 1989; Giles & Coupland, 1991; Giles & Johnson, 1987; Tajfel & Turner, 1979). This group identity evokes not only the sense of self as a member of that group but also evokes perceptions of others as out-group members. This view acknowledges that individuals vary in how much they identify with cultural knowledge and communication patterns, and they may vary in their expression of this identity, depending on the context of interaction (Hecht, Collier, & Ribeau, 1993; Ting-Toomey, 1993). Although the boundaries of these groups may be defined along many dimensions, Cox is primarily concerned with gender, race, ethnicity, and national origin. His conceptual framework is described below.

Conceptual Framework

This study references a conceptual framework of the societal-integration model developed by Milton Gordon (1964) and modified by Taylor Cox (1991) to guide this study. The Cox model is entitled: Conceptual Framework for Analysis of Organizational Capability for Effective

Integration of Culturally Diverse Personnel. The six dimensions in the Cox model are: acculturation, structural integration, informal integration, cultural bias, organizational identification, and intergroup conflict.

Using the six dimensional model, Cox (1991) defines: 1. acculturation as the first method by which cultural differences between the dominant (host) culture and any minority culture groups are resolved or treated. Among the several alternatives, the most prominent are: (a) a unilateral process by which minority culture members adopt the norms and values of the dominant group in the organization (assimilation); (b) a process by which both minority and majority culture members adopt some norms of the other group (pluralism); and (c) a situation exhibiting little adaptation on either side (cultural separatism). Pluralism also means that minority culture members are encouraged to enact behaviors from their alternative culture as well as from the majority culture. They are, therefore, able to retain a sense of identity with their minority-culture group. Acculturation is concerned with the cultural norms of behavior aspect of integration of diverse groups, as opposed to simply their physical presence in the same location.

2. Structural integration refers to the presence of persons from different cultural groups in a single organization. Workforce profile data has typically been monitored under traditional equal opportunity and affirmative action guidelines. However, to get a proper understanding of structural integration one must look beyond organization-wide profile data, and examine cultural mix by function, level, and individual work group. This analysis is necessary because, American companies often have gaps of fifteen to thirty percentage points between the proportion of minority members in the overall labor force of a firm and their proportion at middle and higher levels of management. Even within levels of an organization, individual work groups may still be highly segregated.

3. The informal integration dimension recognizes that important work-related contacts are often made outside of normal working hours and in various social activities and organizations. This item looks at levels of inclusion of minority-culture members in lunch and dinner meetings, golf and other athletic outings, and social clubs frequented by organization leaders. In some instances also addresses mentoring and other informal developmental relationships in organizations.

4. Cultural bias has two components. *Prejudice* refers to negative attitudes toward an organization member based on his/her culture group identity, and *discrimination* refers to observable adverse behavior for the same reason. Discrimination, in turn, may be either personal or institutional. The latter refers to ways that organizational culture and management practices may inadvertently disadvantage members of minority groups. An example is the adverse effect that emphasizing aggressiveness and self promotion has on many Asians. According to Cox, many managers knew that prejudice is a cognitive phenomenon and is therefore much more difficult than discrimination for organization managers to change. Nevertheless, most managers acknowledged the importance of reducing prejudice for long-range, sustained change.

Prejudice may occur among minority-culture members as well as among dominant-culture members. Putting aside the debate over whether rates of prejudice differ for different groups, the practical impact of prejudice by majority-culture members is a more serious matter than that of minority-culture members because of the majority-culture members' far greater decision-making power.

5. Organizational identification refers to the extent to which a person personally identifies with and tends to define himself or herself as a member of the employing organization. Levels of organizational identification have historically been lower in the United States than in other countries (notably Japan). Indications are that recent changes in organizational design (downsizing and de-layering) have reduced organizational identification even further. Although levels of organizational identification may be low in general in the U. S. workforce, this study is concerned with comparative levels of identification for members of different cultural identity groups.

6. Finally, inter-group conflict refers to levels of culture-group based tension and interpersonal friction. Research on demographic heterogeneity among group members suggests that communication and cohesiveness may decline as members of groups become dissimilar. Also, in the specific context of integrating minority-group members into organizations, concerns have been raised about backlash from white males who may feel threatened by these developments. Examining levels of inter-group conflict in diverse workgroups is, therefore, important. As described here, this process could give affirmation to models and discussions during the diversity

training and could help to provide an understanding of the educative behavior of participants who have had the classes.

A critical aspect of the total integration of diversity, the researcher submits, is the awareness education it provides. This type of education helps break down barriers and takes place in many forms: speaker presentations, seminars, videotapes, workshops, luncheons, books, articles, focus groups, forums, and ordinary verbal exchanges between people. If we want to totally integrate diversity into the workplace -- when one looks at educational issues that may emerge from these efforts -- one area of implementation could be on awareness of developmental opportunities for non-traditional managers that are revealed during these talks. Managerial behavioral change or changing the minds of managers to want to believe in the concept of diversity could be another educational topic to address. When managers outwardly believe in their people and express or communicate that belief, they buy-in to diversity by endorsing and implementing tools taught in the training. They empower the rank and file workers to internalize diversity ideas. Here one has to convince management and the rank and file that diversity is a part of the organization's mission, vision, and culture. One collectively understands the holistic endorsement of diversity efforts internalized throughout various organizational levels.

After internalization, as Roosevelt Thomas mentions in his Redefining Diversity (1996), one must employ "operational implementation." (p. 230). Ultimately, this concept includes what the researcher defines as cultural or organizational transformation which includes the sharing of power with non-traditional employees. This achievement ultimately could shatter the glass ceiling and bulldoze the concrete ceilings that exist today. Thomas (1996) concurs when he says, this includes developing and training your workers, imbuing new cultural roots in the organization and modifying systems as necessary" (p. 230). Of course, this type of organizational change can take years, so it has to be a sustained, ongoing effort to want real change to take place in the workplace. This ultimate paradigm shift gets everyone to view things differently and doable. Hopefully, this shift would be a positive organizational change.

Approaches to Diversity Training

Missing from earlier approaches to diversity was a clear focus on understanding and changing the organizational culture to support the strategies. In Beyond Race and Gender, by Roosevelt Thomas (1991), the author describes the substantial problems organizations face in trying to

change--as opposed to create--a corporate culture to support diversity. Thomas provides a helpful chart that contrasts differences in goals, motives, benefits, and challenges among three paradigms that define approaches to difference on the job. The paradigms (in order of development) were (a) affirmative action, (b) valuing differences and (c) managing diversity. Thomas (1991) maintains that today's organizations tend to respond to the paradigms according to how they perceive the issues, how willing they are to address them, and what resources they have available to commit to change.

The earliest paradigm was equal-employment opportunity (EEO) and affirmative action. These programs make up a "right the wrongs" approach. They essentially deny differences by promoting assimilation into the dominant culture of the workplace.

Carnevale and Stone (1994) maintain that "EEO and affirmative action recognize that specific groups in an organization have been systematically disadvantaged by the dominant culture. These programs focus on women and four major racial and ethnic minority groups--African Americans, Hispanics, Asian Americans, and Native Americans. Programs and efforts to reduce prejudice and overcome barriers center on creating upward mobility within organizations for members of those groups" (p. 33).

In many organizations, you sometimes hear the rumor that, "we have minorities in the pipeline to move ahead." The problem with this is the length of time they have been in the pipeline, waiting to have the opportunity to advance.

Many organizations are great at recruiting diverse people, but once they are in the door the company does not practice minority advancement. By making an honest assessment of where minorities are throughout the ranks, one can determine how successful some organizations are in advancing their non-traditional employees.

According to Carnevale & Stone, (1994), "From the normative position of the affirmative action and EEO approach, to acknowledge differences means to risk making judgments of right the wrong, superiority and inferiority, or normality and oddity" (p. 33). Carnevale & Stone, (1994), say that, "the second paradigm Thomas describes is valuing differences. This concept means respecting people for their differences. Such an approach encourages us to be conscious of and responsive to a wide range of people who are different from ourselves. It places more emphasis on interpersonal relations, and less on systems and culture" (p.33).

According to Carnevale & Stone, (1994), Thomas defines the third and newest paradigm in this way: “Managing diversity is a comprehensive managerial process for developing an environment that works for all employees” (p. 33).

Carnevale & Stone (1994) further contend that Thomas says, “Managing diversity operates in an environment in which diversity is viewed “not as an us/them kind of problem to be solved, but as a resource to be managed. Managing diversity is a process that taps the potential of all employees--including white males” (Carnevale & Stone, 1994, p.33).

By tapping the potential of all employees one can “level the playing field” more than ever before because evaluations would be based upon skills and performance. The elements one feels should be included in a performance appraisal and not who knows you. Perhaps one can never really know the full potential of any employee, but organizations do know what they should look like in order to make most employees want to come to work. If the work environment is pleasant and managers are perceived as “fair in their assessments of performance,” then most employees will support their companies.

Thomas’s view of managing diversity is not about helping people assimilate into already-existing organizational cultures. He says that acceptance, tolerance, and an understanding of differences are not enough, by themselves, to create an empowered workforce. In addition to those elements, Thomas says, “we need to manage that diversity” (Carnevale & Stone, 1994, p. 33).

Finally, according to Carnevale & Stone, (1994), Thomas (1991) says, “this approach maintains that supplementary efforts to change people do not get at the real need. The real need is to change the system by modifying the core culture. Such change requires time, in-depth analysis, effort, knowledge, and a clear understanding of the implications” (p. 33).

Workshops are a good way to enable organizations to begin raising awareness about diversity issues. Through in-house trainers as well as outside diversity experts contracted to present workshops and seminars, managers and employees are becoming more sensitive to diversity in the workplace and are learning skills to deal with diversity. Indeed, many people have gone through several different diversity-training sessions.

Most organizations use two primary diversity-training approaches, (a) awareness-based training and (b) skill-based training. The two approaches are interrelated and mutually

reinforcing, but one difference is that awareness training aims at heightening awareness of diversity issues and revealing workers' unexamined assumptions and tendencies to stereotype. Skill-based training represents a progression in intent going beyond consciousness-raising to an effort at providing workers with a set of skills to enable them to deal effectively with workplace diversity -- in the role of manager or the role of employee.

The most widely used tool among leading organizations is managing or valuing cultural diversity training. Cox, (1991), concurs with the description of the two types mentioned above and states that, "such training promotes reciprocal learning and acceptance between groups by improving understanding of the cultural mix in the organization" (p. 40).

Although awareness and skill based courses are the most popular methods of diversity training, the researcher's opinion is that systemic change training can also be employed to improve the organization. This method could prove a real challenge in some workplaces.

Systemic training could assess the policies, practices, procedures and "unwritten rules" within the organization and make improvements based on contractual agreements, signed by managers, to receive salaries based upon merit and multiple evaluations of their employees. Managerial responsibility could be enhanced if supervisors are held accountable for the way they are evaluated by employees. Diversity, used as a performance appraisal element, needs to be defined based upon systemic and behavioral observations and enhanced change implementations by managers as a result of how they are perceived by their subordinates.

Awareness Based Diversity Training

Carnevale and Stone, (1994), awareness-based training is designed to increase employee knowledge, awareness, and sensitivity to diversity issues, the starting point for the development of diversity programs. The immediate objective is (a) to provide information about diversity, (b) to heighten awareness and sensitivity through uncovering hidden assumptions and biases, (c) to assess attitudes and values, (d) to correct myths and stereotypes, and (e) to foster individual and group sharing.

Awareness-based training promotes effective intercultural communication. Working to achieve longer-range goals of improving morale, productivity, and creativity, the training contributes to

the organization's competitive position. Awareness-based training also focuses mainly on the cognitive features of diversity training by providing information about diversity, ranging from anecdotes to statistical presentations that illustrate the business necessity for diversity training.

Programs differ in emphases. Some focus on heightening awareness by providing substantive information about the cultures of the various identity groups in the U.S. workplace; others are process-oriented, aiming at uncovering participants' unconscious cultural assumptions and biases. A standard feature of this type of training is experiential exercises aimed at helping participants get more in touch with themselves and their feelings about diversity. Exercises encourage trainees to avoid stereotyping by viewing others as individuals rather than as representatives of a group.

Beverly Geber (1990) says some organizations assume "managers will emerge from those (awareness training) sessions thunderstruck--amazed by the revelation that they might be making unconscious, erroneous assumptions about people" and hoping that the revelation will be a first step toward changing attitudes. But, many researchers are finding that without skills training in how to deal with cultural differences people may be at a loss as to what to do with their new understanding.

Skill Based Training

Carnevale and Stone (1994) describe skill based training by maintaining that awareness-based training is primarily cognitive while skill-based training is behavioral. The two approaches are closely interrelated, because the latter is based on increased self-awareness of diversity-related issues.

Skill-based training provides tools to promote effective interaction in a heterogeneous work setting. Three important objectives include (a) building new diversity-interaction skills, (b) reinforcing existing skills, and (c) inventorying skill-building methodologies.

As with awareness training, skill-based training has long-range, organization-wide goals. These include improving morale, productivity, and creativity through effective intercultural communication--and consequently helping to increase an organization's competitive edge.

Skill-based training is still relatively new, and authorities differ as to the specific skill mix required for effective management of diversity. In "Skills for Managing Multicultural Teams, Cultural Diversity at Work," Beverly A. Battaglia cites four diversity skills that are critical for

creating a collaborative environment: cross-cultural understanding, intercultural communication, facilitation skills, and flexibility or adaptability.

Cross-cultural understanding encompasses knowledge about how and why culturally different team members act the way they do, and respect for differing cultural operating styles.

Intercultural communication is the ability to eliminate communication barriers such as insufficient exchange of information, semantic difficulties, receivers who hear only what they want to hear, different perceptions among senders and receivers, nonverbal cues that are ignored or misinterpreted, and a lack of language fluency. Effectiveness at intercultural communication is a skill that requires patience, awareness, and constant checking of the interaction process to detect barriers.

Facilitation skills deal with the ability to mediate differences and help others negotiate misunderstandings. The growing use of teamwork and the accompanying heightened potential for conflict and misunderstanding makes facilitation skills increasingly important.

Flexibility, or adaptability, is the ability to modify expectations, readjust operating norms, try new approaches, and be patient. Employees need to learn to adapt to their work environment while maintaining their individuality.

A skill-based diversity-training program involves a specific range of skills. In “The New Workforce,” Healthcare Forum Journal, Williams lists such skills areas: (a) self-awareness -- the ability to recognize the assumptions one has harbored about those who are “different;” (b) clear-headedness--a refusal to rely on stereotypes; instead using valid individual character and skills assessments when allocating job assignments and promotions or when rendering other key decisions; (c) openness--a readiness to share knowledge of the “rules of the game” with “outsiders,” and to provide them with access to mentors who can help them penetrate invisible barriers and move up in the organization; (d) candor--the ability to engage in constructive dialogue about differences, whether they are individual, ethnic, cultural, or organizational ones (a challenging task, because many organizational policies and practices are designed to minimize differences, though people should not be treated as identical); (e) adaptability--that willingness to change old rules that discourage or thwart the full realization of the benefits of diversity to the organization; and (f) egalitarianism--the commitment to encourage employees to grow professionally and to participate fully in the success of the organization.

Regardless of the specific skill mix, the researcher believes that diversity training needs to move beyond consciousness-raising to provide workers with the tools to build more effective interaction among diverse individuals.

Summary

The term “diversity” is broadly defined in current management literature to include differences in race, gender, national origin, ethnicity, ability and even geographical origin (Cox & Blake, 1991; Fernandez, 1991; Jackson, 1992; Jamieson & O’Mara, 1991; Loden & Rosener, 1991; Thomas, 1991). For purposes of understanding current theory, diversity is defined as (a) differences in world views or subjective culture, resulting in potential behavioral differences among cultural groups (Ting-Toomey, 1993; Triandis, 1972), and (b) differences in identity among group members in relation to other groups (Tajfel & Turner, 1979). Inclusion means allowing everyone, regardless of race, creed, color, age or gender, the opportunity to contribute and participate productively to one’s fullest potential.

Diversity training is a relatively new field that currently remains in an evolutionary mode. Diversity training programs have been implemented in several organizations to address the problem of workplace inequity. These programs have been designed to correct this very serious problem of workplace exclusion and inequity in our nation.

During the previous pages the researcher has attempted to provide historical background information, describing in detail, diversity and its origins, the changing demographics of the workforce, the cultural impacts, barriers for some ethnic groups, and awareness and skill based training employed to transform organizations. This study will extend this understanding of organizational change and of how the training has made an impact on managers and non-managers in the workplace and why this has or has not been a good experience for participants. The goal is to permit the thoughts and opinions of managers and non-managers to be heard as clearly as possible when seeking to identify what was understood, how meaningful the experience was and to what extent people did or did not change as a result of participating in the training. Therefore, in addition to the problem of inequity, research needs to be done to investigate the effectiveness of a diversity training program in altering behavioral outcomes of managers and the managerial role as it affects these inequities. Chapters IV and V will include interview excerpts of individual

responses regarding behavioral outcomes of the training on managers and non-managers. Finally, Chapter VI will indicate a summary and conclusions of those findings.

Chapter III

METHOD

Introduction

The first part of the method section introduces the purpose for the study, primary goal of the study, research questions, the design method used to answer the questions and the unit of analysis. The second section will address: data collection, sample size, sample demographic data, data analysis and limitations of the study.

Research Design

Purpose of the Study

This research provides a grounded theory analysis of minority perceptions of behavioral outcomes of Caucasian managers after the managers and non-managers participated in a diversity training program. Specifically, this study provides the results of interviews of four African Americans working for four Caucasian managers in the government. All participated in the same training program. An effort was made to analyze minority perceptions of the effect, if any, of the course on their Caucasian managers. This data reveals perceived barriers consistently experienced among African American racial groups.

The data in this study were qualitative. The goal was to employ a broad approach to grounded theory analysis initially describing the training environment in depth, describing the quotes from interviews of participants and their perceptions of the training and its impact, if any, and to offer an analysis of managerial behavioral outcomes through observation. I also describe the criteria for my purposeful sample of participants and synthesize all material using books, newspaper articles, journals, encyclopedias, and media sources or any other public domain materials. The design and data collection methods were drawn from M. Miles and M. Huberman (1994) and Corbin and Strauss.

The purpose of the interviews and observation were to examine the perceptions of minority participants who have experienced the training. In addition to interviews, the study includes the use of content analysis and the examination of course data and charts collected currently and during the six year training period. These were used to supplement the individual interview data

and validate the researcher's analysis. I hope to determine if there has been some transformation in some managers and if the perception of being able to reach "success" levels in the organization is the same or improved for some ethnic groups. Interviewing these subjects provided a unique opportunity to gain knowledge from their individual perspectives. This may enlighten the reader as to how the training is perceived. Is it important, have some participants changed behaviors, was the experience valuable?

I wanted to explore vicariously the effects or the experiences of some of the participants to determine if stated training objectives were met and if some behaviors of managers have been changed. Essentially, I wanted to gain an understanding of what has been experienced by study participants, to illuminate their expectations, disappointments, triumphs, fears, concerns, and hopes, and to determine what, if anything, has helped their managers become more empathic or understanding of others unlike themselves due to the diversity training. Ultimately, my goal was to determine if the training was an effective intervention.

Research Questions

From a subjective point of view, the following research questions guided this study:

1. To what extent did the training program meet its stated objectives?
2. What kinds of behavioral changes occurred in Caucasian managers after attending a diversity training program?
3. To what extent was the training program an effective organizational intervention?

Design of the Study

This research design was descriptive and qualitative, using a set of interview questions the researcher developed. The researcher employed the use of individual open-ended interviews to examine the diversity training experiences of minority non-managers and Caucasian managers at one government facility.

The researcher used individual open-ended interviews to answer the above research questions. I interviewed four minorities. I interviewed four white managers, two males and two females, interviewed four African Americans two males and two females, working directly for these four white managers, in an effort to ascertain whether their perceptions of their managers behaviors

were the same, or different toward them as minorities, as a result of the training. If the behaviors were different, specifically, how were they different.

No *a priori* hypotheses were developed to guide the interview process. I did however, hope to develop working hypotheses or propositions as a result of the interview process concerning behavioral outcomes of Caucasian managers as a result of attending the diversity training program.

Sample

A purposive sample included two SIS Caucasian managers, one female and one male. Two GS-15 Caucasian managers working for the above mentioned managers, one male and one female. Two GS-12 African American non-managers, one male and one female, one GS-09 African American male, and one GS-08 African American female. Both of these were non-managers. All of the African Americans worked for the above GS-15 and SIS managers.

The criteria for selection included finding respondents with the same supervisor before and after the training. Also, the researcher wanted volunteers who were not afraid to speak about their work environment, their business units, their managers, their employees, the training, as they experienced it. The researcher asked them via the telephone, if they felt they could discuss these issues frankly and honestly, without fear of reprisal. Out of 15 people contacted at the various levels mentioned throughout the organization, eight indicated a willingness to participate. Of the 7 people that declined, three feared that their names would somehow be revealed and that information said during the interviews would be used against them. One declined because she felt she could not speak openly about her work unit or supervisor. She felt she had not worked for him or her long enough. One declined because they no longer wanted to participate on any projects associated with an emphasis on diversity. The last two individuals just were not interested in participating in the study. Therefore, the researcher completed eight additional in-depth interviews, to answer the research questions.

A total of ten interviews were included. The researcher completed pilot interviews with two African American employees in preparation of the study's design. These interviews were conducted to evaluate the initial interview topics, and to elicit reaction to the topics. The topics were rewritten to better obtain the information the researcher wanted for the study. Appendix B will contain a copy of the initial interview topics from the two individuals interviewed.

Role of the Researcher

My role in this study was one of an “insider” examining my former work environment and culture. As a former employee of the study’s front office and a colleague of the study’s research participants, I worked closely with those making administrative or organizational decisions concerning diversity efforts.

In working for the director’s office, and given my affiliation with the executive administration, the researcher anticipated some resistance on the part of managers and employees to trust me regardless of my constant assurance of confidentiality. These concerns, were immediately alleviated during my first two pilot interviews.

During these interviews, I found that one manager and one non-manager trusted me to protect them and were willing to talk openly about their perceptions of the diversity training and its impact on their peers.

Maintaining high ethical standards as a researcher was paramount. I guarded against personal bias by keeping four points of Stephenson and Greer (1981) in mind as they related to my study. I may have:

- (1) difficulty recognizing patterns in the data because of familiarity with the culture,
- (2) difficulty selecting what to report from the interviews or observations,
- (3) difficulty remaining objective when interviewing familiar informants, and
- (4) difficulty establishing rapport with familiar informants.

All participants were assured of complete confidentiality throughout the data collection process and were asked to sign an Informed Consent Form before participating.(See Appendix C). Specifically, participants were told that:

- Participant’s names would never be revealed to anyone
- No interview transcript would be produced connecting interview comments with names.
- All data would remain the sole property of the researcher.
- All data would be stored at the researcher’s home, not at the research site.
- No other persons would see or have access to the transcribed interview notes identifying managers or non-manager participants or any unsanitized versions of interview transcripts.

Motivating employees and managers to participate was a concern, as I had nothing to offer them in exchange for their participation. However, among those selected to participate, I initially found an interest in helping me complete my research and a general feeling of being glad to help.

The Research Site

The research site was a government facility employing approximately 1,400 people in a large metropolitan area on the east coast of the U. S. Of the 1,400 employees, approximately 300 are managers at the GS-14 and above salary level (See Appendix Table 1).

My literature review indicates that the changing workforce reflects changes impacting my former office. These changes include economic pressures to downsize, efforts to adopt a diverse workforce, internal pressures from changing demographics in workplace populations and rapidly changing technologies that affect who is hired and who is not.

Examining these aspects of diversity and how this relates to minority and non-minority managers and non-managers will provide useful insight into the impact of behavioral changes at both the research site and beyond.

The Diversity Program

With a vision of inclusion in mind, the government facility where I am employed, hired two outside contractors to design and implement a diversity training program. This training program entitled, "Managing Development and Diversity" consisted of two separate courses taught by the two commercial contractors. The training took place in the facility over a period of six years. Both courses provided a forum of open, thought-provoking discussions on the organization's present practices for managing diversity and helped participants identify individual barriers that have prevented effective management of cultural diversity. The course content included an understanding of basic cultural values, beliefs, and behaviors of various cultures. It was also designed to develop an understanding of the benefits of working in and managing a diverse workforce. Emphasis was placed on the development of minorities and all employees. Twenty-four managers and subordinates participated for four days in one month, in the training program. Specifically, part one took place from 8:30 a.m. until 4:00 p.m. day one and day two. On day three, the second contractor would begin his portion of the training, also from 8:30 until 4:00 p.m. The training would run for four days, (Tuesday through Friday) once a month. Initially we were sending two Asians, two Hispanics, 6-7 African-Americans and 12-13 Caucasians. We

would train twelve managers and twelve non-managers as a vertical cut making sure that no manager was enrolled with an immediate subordinate.

The budget was quite large and included funding for trainers, participants, on-site off-site locations and material costs. As mentioned earlier, the training program ran for six years and serviced approximately 1,400 employees of African American, Native American, Caucasian, Asian, and Hispanic descent.

Through an experiential learning design, the goal was to use the designed training from these firms to accomplish the following learning transactions: (a) to address unfair work practices and barriers to minority success, (b) to provide positive employee development, (c) to improve attitudes and behaviors of managers and subordinates, and (d) long range, to complete a cultural and organizational transformation.

Awareness Training

The awareness portion of the training addressed the multifaceted aspects of diversity. Included in the first and second day of the training, this workshop was highly experiential, including a multi-media experience that used small teams, the total group, various exercises and presentations to help individual participants better understand diversity. The program examined cultural biases, stereotypes, intergroup conflicts and methods of acculturation within organizational systems. The personal experiences of the participants throughout their lives was examined as they discussed the various roles they felt fate had assigned them, by virtue of their backgrounds, race, gender, mental or physical abilities, national or regional origin. From a broad perspective, the program first examined the world we live in. Specifically examining how diversity is an integral part of all the changes facing organizations as they move through the 21st century. The changing environment was discussed and how and why the increasingly diverse world is causing organizations to change. Next, the impact of our society is examined and how societal issues that create and influence our attempts to address issues relate to diversity. The impact of technology on the environment is also examined as participants realize how technology further complicates our environment.

Personal World Views

Class participants then examined what shaped their own personal world views. They looked at what multiple dimensions helped to create their world lens. Next, their beliefs and attitudes toward those who are similar or different were examined from a variety of dimensions. The way participants typically respond to differences in others and the world in general, was discussed. Then they looked at what you need today, the skills, awareness and styles they will need to create, manage or participate effectively in, as diverse teams in organizations.

Past experience was next looked at, as participants investigated the various life groups they belong to and they look at how this affects their present interactions with others. Students were then encouraged to look at the challenge of career advancement and the similar and different career paths various groups may take in organizations. They examined the various roads to success for diverse groups in the workplace. The influence of the media (t.v., movies, magazines, newspapers, etc.) and how it plays a role in reinforcing positive and negative images of different groups, was also examined.

The Organization

The last segment of the second day of training focused on students looking at their organization, its diverse workforce and client base. The dilemmas and issues the organization is facing as it responds to an increasingly diverse workforce and customer/client interaction. Next, students looked at how they can maximize the contributions of the workforce. They discussed the potentially subtle and unintentional ways in which organizations may be preventing all types of people from fully contributing to the work environment. Motivational forces related to diversity were next examined and why and how such important organizational efforts, such as continuous improvement, empowerment, career development and realignments are related to diversity. Then, management styles and systems were examined with an emphasis on how these will have to change to meet the new challenges and demands of an increasingly diverse workforce and customer/client base.

Skills Development Training

Days three and four placed emphasis on the skills developmental portion of the training, providing managers and subordinates with tools they could employ to aid minorities and all employees in gaining self-esteem and confidence in obtaining and accomplishing work

assignments. Transference of these learning techniques and models were discussed and how to methods were applied to show participants how these training interventions could be applied to improve workplace performance. These methods, were described as possible interventions, that when used correctly, could possibly change attitudes of managers toward minorities thus causing less discrimination in the future. This training addressed how participants could sensitively explore issues of diversity in the workplace. Students examined the common psychological need for a sense of worth which contributes to a capacity to deliver quality performance. Students recognized that focusing first on commonalities establishes a foundation for building trust and an appreciation for differences. Participants then established the notion that all behavior is understandable, even if not adaptive. They then discussed how historical and environmental circumstances can pre dispose all of us to behave in predictable (sometimes stereotypical) ways. The training then gave students a framework for understanding how the Process of Development (the Managerial Responsibility Model of Development), (see Appendix D and E), with the use of incremental task development for advancement, can be the answer to the potentially problematic issue of managing a diverse workforce. And, finally, the program provided students with an opportunity to assess the effectiveness of their own behavior toward managing a climate that fosters personal worth.

Additional Data Collection

I employed the following sources of triangulation data collection: observation of participants, face to face open-ended interview techniques, and taking notes as tape recorders are not allowed in my work environment. I used content analysis, which includes simple document retrieval of charts, etc. that will be used to supplement my findings.

Data was gathered from a short Demographic survey, which was given to all participants. Of the eight employees interviewed, two were Caucasian Branch Chief managers directly under their Caucasian SIS Group supervisors and the other four were African Americans, non-manager employees.

The second part of the triangulation data collection was open-ended interviews. The length of the interviews was not set in advance. I wanted to discover the participant's perspective, and I therefore did not want to distort their direction. The interview process is a key instrument in qualitative research and is effective in compiling complex data that has depth (Babbie, 1989). I

used a set of interview topics to elicit the data I was seeking. The interview topics can be found in Appendix F. Additionally, I performed two pilot interviews with another set of questions. I found that those questions did not elicit the data I wanted for my study so I reformulated the questions to obtain a clearer understanding of the work environments of participants and the perceptions of employees and managers who have had the diversity training. Appendix B contains a copy of the initial topics that were used in practice sessions to attempt to answer my research questions.

The interview gathered data about the perceptions of minorities of their managers in their business units provided the most valuable focused data. Lincoln and Guba (1985) contend that no inquiry should be without preparation to determine the focus. Furthermore, figuring out the focus establishes the boundaries of the study and provides for inclusion-exclusion criteria for the large amount of information that will be collected.

Content analysis was the third method of investigation in this study.

Pilot Interview Process

An appendix section contains the initial pilot interview topics (See Appendix B) .

Data Analysis

After transcribing each interview from participants, the researcher identified the most salient comments and responses made by each participant in addressing the interview questions. The researcher used a case-ordered effects matrix to display the reactions to the interview topics and described in the narrative why the response was given. The researcher looked for (a) patterns and themes that yielded a picture of whether the training met its stated objectives, (b) if behavioral changes in management styles existed among Caucasian male and female managers as perceived by African Americans working for them and (c) if this was an effective intervention in the organization .

The researcher used the grounded theory approach to reveal theory or propositions. The phenomenon were observed, and an explanatory framework or theory emerged from the data itself.

To present the four cases, the researcher interviewed the non-managers first using the set of topics found in Appendix F. The researcher asked the non-managers to describe their work unit

or the organizational aspects of their work unit from their level in the organization. The researcher listened carefully for comments about managers and minorities, or managers and training. Spontaneous comments invited probing more for information. If these comments were not mentioned, then the researcher asked why not. After interviewing the non-managers, the researcher interviewed the managers, using the same probing techniques and the same questions.

Each interview began with a general description of the purpose, assurance that participation was voluntary, assurance that subject responses would be kept confidential, and assurance that participants could withdraw at any time. This process seemed important because the researcher did not want non-manager participants to feel constrained to cooperate because their supervisors' volunteered to participate in the study. All participants expressed guarantees of confidentiality were reassuring.

During the session on interviews with managers and non-managers, the researcher initially developed a rapport with participants. Most of the interviewees knew the researcher, so a professional rapport, for the majority, had already been established. Since the researcher has worked with some of the individuals being interviewed, the researcher had to explain that the purpose of the study was to answer three questions. The researcher restated the three questions and explained that she would be querying them using interview topics found in Appendix F to extrapolate data to answer the stated research questions. As the interviews occurred, the researcher probed each of the topics to elicit the data needed. A total of four interviews were included on average for each of the participants. Each of the interviews revealed more in-depth data as the researcher solicited information until she felt each person was satiated.

As for the observation of data for this study, the researcher observed work panel meetings, in an effort to see if managers, during critical decision times, were selecting minorities for promotions or upward mobility opportunities. The researcher observed to determine in some offices whether selections of white women or minorities were being made to fill managerial slots, which may help some reach their fullest potential. Answers to these types of topical questions helped the researcher determine if the stated training objectives were met. During these open-ended interviews, the researcher solicited information on each topic, to look for patterns or themes to answer all three areas of inquiry.

Two of the four minorities being interviewed work in personnel and are minority representatives on junior and senior panels. Their observations helped the researcher find out if people were gaining access to critical advancement opportunities. The researcher asked them if they have observed Caucasian managers selecting minorities or women for upward mobility developmental positions that could help them shatter the glass ceiling. Since the researcher was on a secretarial panel and one other panel, the researcher could observe what occurred among some managers also. The researcher looked at the consequences of actions to determine if the training had an impact in changing some behaviors of managers. Over a longer period of time, the researcher tried to determine if this training was a successful intervention. Interviewing these people should help the researcher determine how and if stated training objectives were met. A referral sheet was shared with participants to refresh the stated objectives in the event some employees had forgotten the initial objectives of the diversity program. (See Appendixes G and H).

Therefore, the following data sources were used: observation of managers, tape-recorded interviews of minority and managerial participants, piloted interviews to narrow interview topical questions, transcribed notes and documentation from the training programs.

The unit of analysis was each individual respondent. The researcher employed the use of a matrix to clarify responses to the data that was coded. Categories of interest emerged as the data were analyzed. A Case-Ordered Effects Matrix having to do with the diversity training program was designed, indicating (1) effects as an innovation / did the training meet stated objectives, (2) effects on the individual/or behaviors of the individual and (3) effects on the organization/ as an intervention (See Appendix I) By using these categories, the researcher compared interviews and determined the frequency with which various categories, patterns, or themes occurred. The researcher used memoing, axial coding, and recorded ideas and insights as the data were studied.

The documents generated and accumulated in data collection were systematically and minutely analyzed. They consisted of field notes, tape-recorded interview transcriptions, observations, training program documents, etc.

Corbin and Strauss (1990) encourage one to identify patterns and themes in qualitative data research. Therefore, the researcher identified patterns and themes that emerged in the analysis by identifying axial codes through open coding for various categories. According to these authors,

open coding fractures the data and allows one to identify categories, properties and dimensional locations, while axial coding puts those data back together in new ways by making connections between a category and its subcategories. The researcher typed all responses to the open-ended questions and grouped the responses by question making sure each response was coded. To identify recurring themes and patterns, the researcher looked for issues that occurred at least three times within the open-ended interview data, as stated by more than one interviewee. These interviews were the researcher's main area of focus. The recurring themes were then grouped into category sets: identified as favorable, neutral or unfavorable as individuals responded to the research questions. After reading and re-reading the primary interview many times, initially, the researcher identified five codes from the first in-depth interview: 1) Self/work unit identity, 2) barriers, 3) opportunities, 4) observed behaviors, and 5) organizational changes/goals. As these initial constructs have emerged, the researcher developed categories, themes and theories, as the data were analyzed, that addressed and answered the three research questions. A process of inductive analysis was essential to generating theory and there was a link between the development of theory from a thorough examination of the data.

To code the data, the researcher coded, modified and sorted the data into analytical categories to address the three research questions. From the first interview, the researcher found the process quite time consuming. The researcher had to read and re-read parts of the interview to code with pencil on paper. Next, the researcher made a chart of the codes and initial categories, which as anticipated, did change with the various interviews. The researcher coded the data sentence by sentence. Initial categories were identified through the sorting of the sentence codes. With this first interview, the researcher talked and probed for further details until the researcher thought Subject 1 became satiated. The researcher presented this data in chart form and removed identifiable information such as personal names, office or organization. With this first interview, the researcher explained to subject 1 that the researcher would ask each interviewee to read over the transcribed interview for corrections or clarifications to be sure the recorder has written the information as it was meant and stated.

This first interview was flexible and unstructured in nature. It followed a flow of information during several conversations, offered by the participant. However, since I did interview in an office environment, frequent interruptions occurred. There were also a few telephone calls that

interrupted the process. So the length of time varied during the interview due to concerns of the interviewee that he did not want to neglect work customers who sometimes interrupted the process. This was several hours in length, during different days. With the duration of this first one, the value of material or information gleaned decreased toward the end and probes by the researcher produced fewer meaningful responses. This particular informant seemed to state much of his knowledge early on. For a long period of time, the interviewee spent lots of time talking about what changes had occurred as a result of diversity training. This seemed significant to me although I am still pondering some of the things he said. For example, he thought the minority representative was an excellent way to monitor panels and keep things fair however, he had problems knowing just how this single person's vote could help get a deserving person promoted mainly because panels rank individuals. As a non-manager, he seemed to think he would benefit from the organizational changes. In other words, he saw them as great improvements to the work environment. The researcher asked clarifying, summarizing and paraphrasing questions at this point, to be sure she was accurately hearing specific examples of improvements as a result of the training. When this interview seemed to be drawing to a close, the researcher asked a general question toward seeking out anything else the interviewee thought important to discuss. This tactic opened up a whole new avenue for clarification when he summarized his thoughts. After this first interview the researcher interviewed participants offsite, and was able to tape all other conversations.

Data Reduction and Identifying Themes and Patterns

The purpose of the qualitative data analysis was to identify, code, and interpret the data. To do so, the researcher identified major patterns and themes that could be extracted verbatim from transcribed interviews. During the interview, the participants were asked to recall experiences from the diversity training program. Basically, the researcher tried to determine the answers to the three research questions, from in-depth interviews, and other data collection methods. From the topical questions, the researcher was able to attempt to get the detailed answers needed to gain initial constructs and code names.

Attached is a copy of the first interview constructs and abbreviations derived from subject 1. (See attachment) The following are codes and categories that were initially identified. The

researcher asked the interview questions and had a secondary recording individual that wrote the responses. After the first interview, all other interviews were offsite and recorded in a private setting. The researcher identified five codes from the first in-depth interview: 1) Self/work unit identity, 2) barriers, 3) opportunities, 4) observed behaviors, and 5) organizational changes/goals. As these initial constructs emerged, the researcher developed categories, themes and theories. Initial Constructs and Abbreviations follow.

Initial Constructs and Abbreviations

Code Name	Code Name	Code Name	Code Name	Code Name
SWUI.Self/Work Unit I.D	BARR. Barriers	OPP Opportunities	OB Observed Behaviors	OCG Org. Changes/Goals
SWUI.MS Marital Status	BARR.CBR Conflict between .races	OPP.CP Career Panels	OB.CR Conflict Resolution	OCG.DSP Div. Strategic Plan Mission Statement
SWUI.P Profession	BARR.LOT Lack of trust	OPP.ISW Increase Sense of worth	OB.CFG Climate that fosters growth	OCG.ECR Eliminate Category Ranking
SWUI.R Race	BARR.CR Category Rankings	OPP.AFDP Appreciation for differences in people	OB.RIWU Reduced isolation of work unit	OCG.MRP Minority Reps on Panels
SWUI.S Sex	BARR.C Communication	OPP.IWRR Improve Work/race relations	OB.FC Fighting/Controlling	OCG.DTEI Div. Trng Effective Intervention
SWUI.C Characteristics	BARR.DIA Decrease in Autonomy	OPP,.IC Increase Collaboration	OB.C Compromising	OCG.IDW Increasingly diverse world
SWUI.G. Grade GS	BARR.TNI Training not implemented	OPP.FP Fullest Potential	OB.CE Clarifying/elaborating	
SWUI.RO Rank in Org.	BARR.A Awareness	OPP.IOH Increased optimism, hopefulness	OB.R Respect	
	BARR.LOS Lack of Support	OPP.ICC.Incr .Competence, confidence	OB.ISG Information seeking/giving	
	BARR.GC Glass Ceiling	OPP.IA Incr. Autonomy	OB.I Initiating	
	BARR. SI Screening Issues	OPP.RAA Risk assignment allowed	OB.H Harmonizing	

Code Name	Code Name	Code Name	Code Name	Code Name
	BARR.AB Abandonment	OPP.DF Diversity Forum	OB.AL Active Listening	
	BARR.LOE Lack of Equity	OPP. FT Fair Treatment	OB.E Encouraging	
	BARR.LOO Lack of Opportunity	OPP.SGE Support Groups Established	OB.OS. Over Supporting	
	BARR.OSC Org. Structure/Culture	OPP.CEDI Conversations that explore Div. Issues	OB.LMPF Lack of minority parti. at forum	
	BARR.E Education	OPP.IT Increased Trust	OB.NRMC No real mgt change	
	BARR.WPE Workplace Environment		OB.TDC Top Down Communication	
	BARR.LOFS Lack of Feedback skills		OB.POD Process of Development	
	BARR.NROP No representation on panel		OB.DP Dual Perceptions	
	BARR.SI Subjective info.			
	BARR.NH No Headroom			
	BARR.AG Age			
	BARR.D. Discrimination			

Code Name

Code Name

Code Name

Code Name

Code Name

BARR.DGD Don't
get diversity

BARR.SD Shut
Down

BARR. LFA Lack
Feedback abilities
BARR. MM Micro-
managed
BARR. HC Head
Count

Limitations of the Study

A qualitative design was employed to elicit and discover information about perceptions of African American workers toward their managers. A quantitative analysis could not accomplish my goal. The focus was on gaining insights into whether African Americans perceived noticeable behavioral changes in their managers as a result of a diversity training program. According to the literature, one of the best methods to analyzing in-depth interviews, which seek to obtain this type of information, is through the use of qualitative study. By using the spoken words of study participants as my primary source of data, the data collected offered theoretical insights into the phenomenon being studied. Qualitative research is a method that can yield an abundance of data for the study of phenomena such as perceptions of behavioral changes. Therefore, methodologies were employed which allowed for such significant insights.

This study has several limitations. First, the results may represent the perspective of African American minorities at one government facility. Because the sample was so small, issues of generalizability were not necessarily a concern as the researcher mentioned throughout the study. However, the researcher hoped to see a theory emerge from the data based upon the objectives, observations, interview data, and how the researcher interpreted the patterns that became findings.

Qualitative measurement was restricted due to sample size. Larger and richer data could possibly have been obtained from a larger sample. The inferences and conclusions drawn must be conservatively interpreted.

Another limitation may be that during the interview process data may be influenced by: 1) memory process of the participants and 2) personal attitudes or opinions of the respondents.

Summary of Research Method

This study will provide analysis of minority perceptions of behavioral outcomes of Caucasian managers after the managers and minorities participated in a diversity training program at a government facility.

The data was qualitative and the researcher interviewed eight individuals, four Caucasian managers and four African Americans working for those managers in two different business units.

Essentially, the researcher looked for patterns and themes that yielded a picture of the business unit work environment and management style behavior among Caucasian male and female managers. The researcher wanted to determine how the African Americans working for these managers responded to different management styles, in the various business units, after managers and minorities attended a diversity training program.

CHAPTER IV

DESCRIPTIVE CASE STUDY NARRATIVES

This chapter presents the descriptive case narratives of all individuals and very short background demographic profiles of the four African Americans and the four Caucasians selected for this study. It will also include the synthesized responses to the interview questions. The narratives will provide a background for each participant's later work experiences. This phase of the data reduction process will involve identifying, focusing, simplifying, transcribing the raw data that the researcher obtained from transcripts. A sample of a coded transcript is provided on page 56. This section does provide some narrative analysis and the researcher reports impressions of some of the models in the training, in an effort to clarify participant's communications.

As the narratives begin, the reader will initially discover a brief introduction into the participants' current background. This introduction will include- a narrative title, a description of their appearance; current age, occupation, and personal information on how long the researcher has known this individual.

For purposes of anonymity and confidentiality, each participant is identified as a numerical subject, i.e. Subject 1. Any allusion to the workplace is also never disclosed. All participants felt comfortable knowing that their identity would remain anonymous.

As stated previously, the researcher transcribed the interviews from tape recordings. After transcribing the notes, the researcher asked the respondents to clarify any misinterpretations so she could obtain verbatim responses. Each participant agreed to do this so, the information could be as accurate as possible.

As each participant talked at length, they seemed to reveal first time information they had thought about but never really discussed with anyone. They all seemed comfortable with this technique of inquiry. In-depth analysis and interpretation of several narratives supportive of emerging themes and patterns will be presented in Chapter V.

Narrative Analysis

This section of the research revealed some very important points found in the narratives. These illustrations are worth examining as the reader studies each individual's text. To begin, the researcher looked at the participant's thoughts about the efficacy of the training. Point 1. Each of the interviewees had some perspective of what they felt about the training. Both managers and employees felt this was an excellent idea, initially. They thought the training was very good. The employees could talk at length about their impressions of the training in which the training was valued but the outcomes in behavioral changes among managers was lacking. They just could not perceive any definite change. Although these employees could provide specific aspects that they thought were enlightening and valuable, i.e. the Managerial Responsibility Model, the process of development, Managerial Abdication Model, the Moderate Risk Zone Model, awareness of different cultures, etc., one point that was of particular interest was that the employees felt that the training did not change anything. They felt that the training really did not change behaviors of managers enough so that the managers would want to address the problems minorities are having in the workplace. Even though tools were provided to management to help minorities build their confidence and to strive to reach one's fullest potential, employees were not convinced that managers tried to implement them.

Point 2. The managers reported that the training brought about an increase in their awareness of minority problems. However, it was clear that in several senior and non-managerial interviews, the employees knew or had acknowledged that problems existed but the training just confirmed in their minds that we still have an unhappy, dissatisfied workforce. In all of the senior manager interviews, this group of participants knew that many in the workforce are unhappy. But, nothing was done, they felt, to address the concerns of the workers in the various work units as a result of the training.

There seemed to be no distinction between how the training was delivered and behavioral changes in people. There were some minor changes in that one person mentioned he became "aware of cultural differences" he did not know existed. Another mentioned that she "now had an understanding of the daily prejudices people of color face each day; things she had only heard or read about." This unfortunately is reality for some of our people of color.

Point 3 According to the data, there is a vast difference in the fairness of PARs or Performance Appraisals. Minorities in this study thought that this type of evaluation is unfair, biased, too subjective and a barrier or means of preventing people from advancing within the organization. Consistently they felt that this is just another obstacle to prevent them from entering the management ranks.

In contrast, the GS-15s and SIS managers saw this as a fair assessment tool. They felt that it honestly depicted their performance and they felt that it provided a clear assessment of their potential to advance.

Point 4 There are anecdotal data which revealed that senior level managers have networks in place that help them know the unwritten rules to success within the organization.

Non-managers, on the other hand, do not seem to have the same mechanisms to help them. They do not have mentors or friends that can help them know when a certain position will become vacant or the unstated qualifications interview panels will be attempting to use.

Point 5 There have been some managerial changes i.e., like adding minority representatives on promotion panels and allowing their voices to be heard if they see unfair work practices in place during panel meetings. Another example of managerial change was when a person talked about how their manager had become more sensitized to employees and wondered what their backgrounds were like. But the tools that were provided were not adopted by the managers. Is this because they do not care that people are unhappy in the work environment or is it because of the training? Do managers think that diversity training, which is delivered by people of color, is an appropriate means of training? Do they buy it, as a method of leveling the playing field? Do they buy it, as a means of improving productivity – a happy workforce can be a highly productive workforce? Do they need to become aware of the economic benefits of a successful diversity policy in order for them to address these issues? Is it important to them to have an equitable work environment --one in which all people are treated fairly and evaluated fairly upon their performance and not on who they know or who knows them?

Point 6 There seemed to be universal agreement that it is much more difficult for minorities to advance and that, it is much easier for non-minorities to advance based upon a lot more than their performance, i.e. who they know and who knows them. Most minorities are very unhappy about this.

Since there seemed to be no change in managerial behaviors that we could really point too, it may mean that this kind of training is not capable of change in these types of managers. Perhaps other techniques or methods should be used, i.e. methods of accountability.

This brings up another question in the researcher's mind, "what do we need to know in order to fix the training since these managers did not adopt any of the tools?" Since managers did not change behaviors, we need to ask whether the lack of change is a function of the training or the way or method in which we are trying to change them.

In contrast, no one, at the senior level said African Americans were unhappy, they did not say the workforce is unhappy, they did not say morale was low and that this could possibly lower the productivity of the group. No one seems to be responsive to the feelings, no one seems to want to diminish the unhappiness. No one seems to want to address it, even after diversity training.

First Interview Set

12/12/97

Name: Subject 1

Job Title: Computer Programmer

Grade: GS-12 Employed here 15 years

Date: 12/12/97

Race: African American Male Age:41

Interview: 11-1:00 (2 Hours)

Res. Note: I have known this person as a co-worker for 3 years. We already have established a professional rapport as many of the training courses he has taken through the years, I have scheduled and approved as the training officer in this work unit. I explained that during this series of interviews, I would be interviewing him several times to determine how he feels about his career and working in this government facility and later, to obtain his impressions of the diversity training program. I let him know that the interview would not be timed and that he could take as much opportunity to talk as is needed. I also reiterated that everything he discussed is in strictest confidence.

Res. I began with the question, **how do you feel about working here?**

S1: stated that initially, he enjoyed working here. He was the only African American male employed in his business unit for the past 6 years. He has worked here a total of 15 years and has obtained a grade of GS-12. He is not a manager. He thought the “commute convenient to his home” and he thinks, through the years, the building he is employed in has become much more “diverse.” He said he felt it was a “good work atmosphere.”

Res. I asked him to **tell me about his job?**

Res. His job entails demonstrating technical expertise in writing programs and in applying the full power of the software and hardware. He checks his work and test programs in a meticulous and thorough manner. He debugs and verifies test programs and has liberty, at least in the past, to organize and manage his workload in accordance with scheduled constraints. Subject 1, keeps his supervisor informed of project progress. He demonstrates the ability to extract what the user really needs, provides advice and assistance toward users when necessary, writes complete, concise and understandable documentation for all programs and demonstrates a willingness to learn new procedures. Subject 1 keeps up to date with recent technological developments. The subject contributes to pleasant, cooperative and professional relations with the staff. He works steadily for long hours, is on 24 hour call, as a computer troubleshooter, and feels he is very conscientious. His last promotion was six years ago.

He feels that the work environment was very exciting when he first started working. He felt that what he did was critically important, challenging, and timely. He always felt he was one step ahead of the latest technological developments due to his individual contributions to the workplace. Now, he feels the job is not as exciting and dreads the fact that he sees nothing but outside contractors taking prime work assignments. He feels that despite how much of a programming background he has, contractors are getting the best assignments, which makes him feel vulnerable, and expendable. Subject 1 feels less autonomy, and that his job is slowly being constrained more and more. Since he has been in grade twice as long as other non-minority co-workers, he is beginning to feel he may do better in private industry.

In the past, he has been responsible, creative, solved problems and challenges without conforming to narrow guidelines. He currently feels more constrained and totally stressed under new management. He feels less supported by management and feels that everyone is out for “themselves” and he finds that this has begun to affect his self-esteem. He finds that these feelings

can be somewhat depressing, frustrating, when he feels passed over for promotion, and he guards against this affecting his personal confidence in his abilities.

Although he has received very excellent performance appraisal reports in the past, subject 1 worries about how new management perceives him. Whenever the promotion panel meets, he worries that he has no representation speaking in his behalf on the panel. He contends, all the panel has is a picture and subjective information from a team lead who is very vague about his programming capabilities and contributions. There is no input from others who are familiar with his work record. Even his minority representative on the panels does not speak in his behalf because he is new and knows little about programmers or what they do. He literally feels abandoned at this point. Because he has been told there is no headroom to advance, he worries that despite what he does, the glass ceiling, for him in his reality, is alive and well. Others, unlike him, with no headroom have been promoted and he wonders why. He has reached a plateau and is beginning to question the loyalty of the agency toward him. He feels loyal to it but uncertain about his future here. Thus, the ambiguity about wondering if he should leave the government and go to a private firm. Because he has reached his early 40's he worries that age may prevent him from being hired. He has a family and worries about their security. At this point, I mentioned how some people had been in grade longer and how they still hope for promotion rewards based on job contributions, improved skill development and loyalty to the job. This seemed to temporarily quell his stated fears. The first interview ended here. I explained to Subject 1 that I would resume next week with his impressions of his supervisor and the intervention of the diversity training program and his impressions of it.

Subject 1 Second interview: 8:30-10:30 (2 Hours)

Res. Note: The context of this continuation of a series of interviews is the same desk setting in my cubicle at my office. It is 8:30 a.m. on Monday, 12/15/97. After reviewing what was written on Friday, in the same office setting, Dec. 12, the subject began providing specific answers to these open ended questions. Most of the dialogue is in the words of the interviewee.

Res. Question 1- **Tell me about your manager? What was he like before the diversity training?**

Res. Subject 1's manager, as I mentioned, has recently retired. But, now that he is under new management, he can remember how his manager was before and after the training. When the subject was first hired here, his manager was in full support of feeling him capable and competent as a computer programmer. So job skills were assessed at very high levels. In other words, his supervisor supported him 100% in his belief in him as a competent programmer.

As far as diversity is concerned, and the training, Subject 1 feels that his SIS Group Senior manager has never understood diversity and that he is afraid to address diversity issues. On occasion, this manager had voiced stereotypical opinions about people in various cultural groups. The perception Subject 1 had was that the senior manager wasn't interested in the topic. He had agreed to do what was considered "politically correct."

Although the manager verbally provided 100% support to Subject 1, Subject 1 felt ill-at-ease at how much liberty he could take on addressing diversity issues within the work environment, within his new role. Workwise, he let Subject 1 run computer operations the way he wanted to. Subject 1 agreed to become a diversity voice within the Division. This volunteer position, as head of the OEE Diversity Program, evolved as a result of taking the diversity training. Since the SIS Group level manager didn't seem to understand that diversity encompassed many issues in the work environment, he told Subject 1 to set up a Diversity forum that would meet once a month, to address possible issues. During the training, the contractors mention that a Diversity Forum is a good way to find out the pulse of your organization by discussing issues of interest that affect employees working in this environment. The Group Chief had no idea that Subject 1 would be an active voice, addressing "people issues," within this mandatory assignment. With the establishment of the forum, this African American non-manager was told he could have, "carte blanche" with group agenda's and topics of discussion. Well Subject 1 felt very skeptical about

having been offered, first of all the chair position, and second, “carte blanche” to divulge and address issues at the various monthly meetings. Subject 1 wondered why his Group Chief stated that he was “100%” supportive of diversity efforts in the Group, but wanted, at least 70% of the time, to screen the issues ahead of the forum meetings. This was an unwritten rule. Highly controversial issues, in the opinion of the Group Chief, were not to be addressed. This placed Subject 1 in the awkward spot of not being honest with forum participants. It also caused skepticism on the part of forum participants, when they submitted issues that weren’t addressed. What is honest about a screened agenda which addresses some issues and not others? How can trust be built, as one of the major efforts written into the diversity training, trust between subordinates and managers?

The process of the new Group Diversity forum worked this way: 1) after the diversity training, this particular Group decided, as mandated by the Group Chief, to set up a monthly forum to address diversity issues within the Group of 250 employees. 2) Subject 1 was appointed by his Group Chief to chair the Technology Diversity Group meetings. 3) As the chair, Subject 1 was told that the meetings could be held once a month and that agenda issues could be anonymously submitted to him via e-mail or drop-box index cards. 4) It was Subject 1’s responsibility to chair the Group Diversity Forums, with senior management present and any employees who wanted to attend. 5) Subject’s 1 perception of his Group Chief manager was that even though he professed not to understand diversity issues, he realized, it could be an asset to his career to be the first Group chief to put into place a Group Diversity forum. So, he was willing to let the forum run its course, with control of the agenda. 6) So, the forum, chaired by Subject 1 began forum meetings.

Many issues hit the table, according to Subject 1 and he was told by the Group Chief, that he wanted meetings controlled to keep people from getting angry at one another. According to Subject 1, the Group Chief told him he wanted to screen all e-mail and index card submissions. He did not want to upset “majority people” by doing too many things that may be in support of minorities in the Group. Even Diversity speakers, invited to the forum meetings had to submit copies of their speeches ahead of a forum meeting. The atmosphere, as seen by Subject 1, was that the agenda topics, audience, speakers and messages had to be controlled. Subject 1 felt the Group Chief had become “paranoid” about not wanting a riot on his hands and not wanting to appear too supportive of minority employees in the group. Approximately .25% of the 250

employees in the group were African Americans, Hispanics, and Asian Pacific's below the GS-12 salary level.

Well, according to Subject 1, the first year and a half of the forums proved beneficial in getting some race issues addressed and resolved. With minority representatives now invited to be voting members on promotion panels, perceptions were that improvements were slowly being made to systems that had discriminated against people of difference in the past. He believed that management styles and systems would have to change to meet new workforce challenges.

However, to Subject 1's disappointment, the forum was discontinued in the midst of its second year of existence. It became the opinion that since 2 blacks had been appointed and promoted to management ranks, that this was all the Group needed. Management began to feel that everyone was being treated "o.k.". The little trust that had been built and established during the first year of the forums existence had begun to disintegrate. There was a general belief that a lack of trust was emerging.

As Subject 1 began to inquire about the lack of minority participation during forum meetings, he wondered if it had to do with too many people feeling no trust could be established between the Group Chief and themselves. Subject 1 saw the statement "we are not prejudice" being bantered about relatively frequently.

It became evident to Subject 1 that management only wanted to benefit or address a few issues with the Group. He felt they were really just going through the motions of doing something that the training recommended. He felt they really did not want things to change "that much." For Subject 1, this was a start. He was allowed a risk assignment, as recommended in the skill-based training program, so he surmised that management superficially wanted to be looked at as doing something but, "not really." Subject 1 received a \$2,000.00 check for his efforts as the first diversity program forum director in his group. Minorities, who felt Subject 1 had management's ear, began to seek him out for counseling because he had worked there so long, and seemed genuinely interested in helping resolve problems.

When Subject 1 reflects, he feels that many GS-15's and senior managers, in the computer science arena just don't "get diversity." He feels they talk a good "game" but they don't really want to rock any boats. Thus, he surmises no real change on the part of management.

S1: Management will only allow you to go so far, as far as equity in the workplace is concerned, and diversity training or not, the culture here is that they control how far one can go. He feels the two Blacks that were promoted were long overdue for those positions, educationally, they were far better qualified than quite a few above them with less credentials. They had both been in grade twice as long as others much higher in grade than them. They had earned those promotions and finally management wanted to feel good about doing something fairly.

In retrospect, Subject 1 feels that he had always been respected for his workplace computer skills. He felt, after the forum shut down, that managers and employees respected him more as a leader within the organization.

It was Subject 1's opinion, that several good to excellent changes have been made in the workplace, as a result of the training. Just to name a few, 1) minority representatives were installed as voting members on promotion panels, 2) category ratings (1-4) were eliminated. 3) guidelines established for women/minority advocates on Career Service Panels, 4) the establishment of several support groups for ethnic people, 5) the establishment of several Group diversity forums and 6) enlightenment concerning similar and different career advancement challenges on the road to success for different groups.

He felt the training was partially an effective intervention because "it at least got us to acknowledge we have different issues that must be addressed and resolved." At least the training "got us at the table to talk."

Subject 1 wanted to do much more work because he felt he understood the issues, but was shut down. The reason, he thought, he may be making just too much progress for senior management to "handle." He felt diversity training was the best thing that ever happened for minorities at this agency. He would have liked to see managers change behaviors and implement it all.

Interview #3 Subject 1

Time:2 hours, Date: 12/29/97

Additional expressed thoughts and specific answers to interview topics:

Setting: the same office environment, at my desk. During this phase of interviews, I reiterated the questions. I was looking for much more detailed answers to the questions he had generally discussed in the past two interviews. As I probed, the following answers emerged.

Res. Question **How are performance appraisal reports (PAR'S) administered in your business unit?**

Res. Subject 1 provided a more detailed description of this in the following responses. He stated that currently PAR's are done by his direct supervisor. They depict current skills, how he performs his job, his attitude toward work, current projects he has completed, and many specific elements on judgment, initiative, expertise, productivity, communication skills, interpersonal relations, developmental and evaluative planning skills, planning and organizational skills, versatility, leadership, self-development and valuing diversity. He feels Par's do not really reflect or assess ones behavior toward a climate that fosters growth. He feels his manager lacks abilities to provide specific feedback during PAR sessions. He feels this can either increase or decrease a persons sense of personal worth to the organization. The unwritten rule is that management either likes you or they don't. If they like you, you move up, and if they don't they let you sit another year in grade.

Res. **Promotions:** He doesn't feel promotions are necessarily done fairly, although an elimination of category rankings has occurred as a result of the diversity training. He feels the training has improved work/race relations. There has been an increase in collaboration, a reduction in isolation of work units and an increase in conversations that explore issues of diversity, i.e. University of Maryland's Pilot Diversity Program on campus. This program was discussed at length at a diversity forum meeting. Mainly, the fact that the University was attempting to face racial issues and resolve conflicts on campus.

Res. **Work Assignments:** Work assignments have increased, thus giving one the idea that management believes one competent, with the confidence that people have mastered their jobs. This has reduced some anxiety between the races because work assignments and projects have

successfully been completed by minorities as well as non-minorities. Subject 1 feels supported, encouraged and backed as far as his own competency and confidence is concerned in doing his work assignments. He feels however, micro-managed, by new management and that there is no increase in autonomy.

Res. **Awards:** As far as awards are concerned,

S1: management is looking outside one's normal area of responsibility—one must go beyond what's normal and beyond one's current level of expectation. Awards have been forthcoming seemingly because there is no headroom to move up. There used to be arguments about who was receiving awards and how frequently. There is increased optimism and hopefulness that these will be done fairly. This has added to an increase on conflict resolution in now describing how and why a particular individual was given an award.

Res. Question **How does communication take place in your business unit? Top down, bottom up, formal or informal?**

S1: There is open communication in staff meetings but that is only after managers have passed on the information they have to share from the top down. At the end of the staff meetings, the worker bees are allowed a few minutes to tell the status of projects, etc. So, one could say, it is top down and informal. Subject 1 feels that this environment builds trust to a certain extent. An open door policy exist between higher ups and the lower level of workers. This, he feels increases a focus on commonalties for building trust between management and the employee, to a certain degree.

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

As a non-manager, subject 1 feels controlled, he feels silent barriers have been established to watch every activity. He feels if one expresses an original idea or an innovative idea, a Caucasian person has to introduce it for it to be seen as credible and as a possibility. People are monitored to a certain extent by managers that walk around during the day to do a "head count," to be sure one is at his desk, "working." He feels you cannot transform an organization by just improving the PAR system, although, this can help reduce barriers to success, for some employees. Subject 1 feels one must assess his/her own behavior toward making the workplace a climate that fosters growth. In other words, what can you do to improve your work environment and what can you do to help reach your fullest potential?

Res. Question **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?**

S1: feels diversity has spawned an increased appreciation for differences in people. The skill based training program encouraged a process of development which could lead to answers about diversity in the workplace. This he feels, could reduce resistance to including everyone in decision making and policy building efforts. It could empower the people.

Res. Question **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?**

S1: feels that a plan exist within the mission statement, to accommodate diverse people. A strategy is stated to help foster an environment of help and growth for all people. A plan to do this exist but, hasn't been implemented for follow through. The awareness and skill based training gave methods to implement such a plan, but management has yet to even look at it.

Interview #4 10:00-12:00 Noon (2 Hours)

Additional Probing Questions 1/6/98

Same office setting.

Res. Question **Do you feel that the training met its stated objectives?** If so, describe how.

Subject 1 felt the training goes into depth on discussing how and why the increasingly diverse world is causing organizations to change. Specifically, one exercise breaks the group of 24 into age groups, 20's, 30's, 40's, and 50's. When the 20 year olds really listen to how the workplace was 30 years ago, they discover how changes in our environment have impacted organizational change, which is one of the training objectives in the awareness part of the course. For example, in the make up of personnel, who were hired then, they find it interesting to learn their profiles, or backgrounds, the schools they finished from, their similar family histories, the income, locations they grew up in, etc. By comparison, with what is happening currently, students realize how the workplace has come a long way but continues to have a long way to go.

Past experiences of people are discussed, one exercise examines how a minority person feels when they realize they are first perceived differently. Sharing what some groups face daily, helped to give others unlike them, insight into how it feels to be perceived as different and how one copes with this day after day, year after year. Sharing this kind of information allows one to temporarily walk in another's shoes.

Subject 1 shared another experience which examined the road to success for various groups in the workplace. It was enlightening to the participants that someone's easy road to success within the same agency could be different and difficult for others unlike themselves. The unwritten rules were revealed as each group discovers the obstacles that are systematically placed in the road for some minority groups.

The way the media stereotypes groups was examined and the positive and negative way groups can be depicted enlightened many to dual perceptions depending or according to the group where one resides.

It was Subject 1's opinion that the two training classes met their stated objectives and that ample time was allocated during the four days to examine in-depth, the objectives, and also to share opinions, attitudes, insights, biases, personal experiences, background information, etc.

Subject 1 felt that he could have elaborated quite a few more hours giving examples of how he felt the stated objectives were met. He provided a favorable response to this question.

Question What kinds of behavioral changes, if any, did Subject 1 perceive in his immediate supervisor? Subject 1 thought there were positive and negative changes in his supervisor, at the GS-15 level. The supervisor, gave him a risk assignment, with the development of the diversity forum however, he also received negative thoughts about the supervisor because he screened the topics that could be addressed. He saw a positive view of him in the supervisors understanding of why the category rankings were unfair and placed negative labels on some people. However, regardless of his high ratings, he still wasn't promoted, after six years in grade and excellent ratings. He felt feedback was not provided to him on why he could not move into management ranks. He felt abandoned by management when he made inquiries on how he could move up in the organization.

Subject 1 felt trust was initially being established during the early diversity forums and later, that the trust was so fragile that it disappeared when more difficult issues surfaced.

The Process of Development was not seen as being implemented. Sure, he was given a risk assignment, but not allowed to address real serious issues. There was no follow through with other risk assignments either. He was sent mixed signals about how much real authority he had in this position. He felt management was not being fair and honest with him or fellow employees. In his opinion, his supervisor was seen as unfavorable, as far as changing behaviors is concerned. He felt he did promote some employees, but these people had to wait twice the time, so he didn't perceive his manager as helping them move.

Res. Question **To what extent was the training an effective intervention?**

As stated, earlier, Subject 1 felt that the training could have been an effective intervention, if it had been employed throughout the agency, monitored, and allowed to work over time. Currently, he finds himself looking for other work, somewhere else, while he does his job everyday. The tools of workplace improvement and change were provided to employees and senior managers, they just did not choose to use them to their fullest extent. This question is finally decided as neutral because some changes were perceived as very positive by Subject 1, but overall, he thinks more could have been done to implement the training and hold managers accountable for their actions of inequity.

Second Interview Set

Name: Subject 2

Job Title: Executive Assistant/Secretary

Grade: GS-08 Employed 16 Years

Date: 12/18/97

Race: African American

Sex: Female Age:40

Res. Note: Subject 2 is a person I have known for four years. We already have established a professional rapport as her approvals for secretarial courses come electronically through the system. I explained to her that during this series of interviews, I would be interviewing her several times to determine how she feels about her career and working in this facility and later, to obtain her impressions of the diversity training program. I let her know that the interview would not be timed and that this would be an ongoing process. I also restated that everything she discussed would be confidential. This interview was done in a library setting, conference/study room.

Res. Question **How do you feel about working here?**

Subject 2 came 16 years ago and feels that she was just “glad to have a job.” She said she has worked long enough to realize she really contributes to the office, even if no one says it to her. She says, “in the beginning, she felt invisible, like a machine, churning out work.” She thought that females, especially black females, “don’t have much to say about this agency.” So she thinks that diversity, is a gender, as well as, equity in the workplace issue. She feels that no one cares to explore her opinions about the work environment and was shocked that I asked her to participate in this study. Her thinking, is that this organization is known for its mission, its known for its products and working in support just helps you realize that you are here to fulfill your “obligations to the analyst,” to provide your best support in helping them produce their best. She has enjoyed working here so much, that she has earned “use or lose” leave each year. She says she works long hours and does not request compensation. She thinks she has always been loyal, as far as her job is concerned.

Res. Question **Tell me about your job?**

As a GS-08, executive assistant, Subject 2 works steadily and productively on assigned tasks. She is courteous, considerate, orderly and accommodating toward members of the public, who constantly visit her work area. She has developed and currently maintains positive working relationships with peers. Subject 2 plans ahead, turns in well designed work, organizes tasks logically resulting in work that is correct and very seldom needs to be redone. As she attends to routine typing, filing, greeting visitors, etc. she checks carefully for mistakes.

Subject 2 is an experienced executive assistant who possesses a mastery of office skills, demonstrates the ability to assume responsibility without direct supervision, exercises initiative and judgment, and makes decisions within the scope of her assigned authority.

According to Subject 2, the senior manager executive assistant relationship is rarely as harmonious as people think. Typically, the manager and the executive assistant make problems for each other, almost as if they were on competing teams. Seemingly, they sometimes act as if their jobs were totally unrelated and believe that each could probably do a better job if the other would simply “go away.” Since she knows that isn’t possible, she asked what is the next question, with a laugh.

Res. I probed to find out why she thought they should depart from each other and she said, “keep asking questions and you will find out.”

Res. Question **Tell me about your manager? What was he like before the diversity training?**

Subject 2's manager, is near retirement and she describes him as a "dinosaur." She feels that he is about 20 years behind time, and he has a way of talking down to her like she is about twelve years old. She thinks he is the typical manager, one of the "good old boys." She says that she knows her job so well that she just "ignores" him. Even with participation in the diversity training, she felt her manager is not sensitive to how he treats employees. She felt it was a waste of time for him to attend because he did not learn anything, in her opinion. The training helped her understand his mindset. She said the innate ability model from the skill based portion of the training really helped her understand why he treated her like he had to "tolerate" her. Like he was "superior" to her. She felt however, that the training was "excellent."

Res. Question : I probed to find out **why she felt the training was excellent?** She said she could appreciate going to the training because it helped her learn how to "cope with him and his management style." Question: What do you mean by cope with his management style? Later, but for right now, let me tell you what I liked about the class...."I liked the risk assignment models especially."

Res. Question: **Why, the risk assignment models?** S2 "For personal growth." She felt she could have benefited from the developmental recommendations for risk assignments but found no commitment on his (the manager's) part, to have her attempt this type of assignment. She felt he thought she was just there "to do a job and not to improve upon what had been in place for years." She felt minorities could have benefited from developmental assignments. But, "it is him." His personality, was what she referred to as a "fence walker." In other words, if he liked ;you, then you were likely to move up, you would get a visible assignment, and if he didn't like you, there was no such luck. All subjective. She said she felt the training was not beneficial because "there was no accountability for managers like him." She said she saw "no behavioral changes, as recommended in the program because no one is holding managers responsible for their actions."

Res. Question: **How would you hold them accountable?** Well, they are supposed to tell you specifics on how you can improve your performance, he never tells me how I can improve to move up.

Res. Question: **Feedback on how well you do your job is an issue with you?** “That and the fact that he is sneaky. Not trust-worthy.” She felt she had no real issues with him other than the fact that he was bad at giving feedback, so she felt she could not trust him. The feedback he did give her was perceived by her as dishonest and in need of communication clarity. He feels minorities have no potential to move up. (See Appendix J Managerial Abdication Model) Let me give you an example. The example was of another black woman, in another work unit, in the same office. The lady she was speaking of, was near 50, working in his registry work unit. This lady thought she would not be able to secure a higher grade. He thought that no other office would want this particular employee and he let her know it by saying it. But, much to his surprise, the GS-14 slot was ideal for the woman who had worked for him, a GS-15, for 12 years. She had received excellent performance appraisals and had been in grade as long as she had worked for him. She had earned an undergraduate degree while working in his office but he never thought she could move up. He never gave her more responsibilities or decision making powers in her job. She was a GS-13. She has since left his office to work where she was hired, in the GS-14 slot. She had no encouragement or incentive from him to do anything different and he truly believed that she would not get the position. In Subject 2’s opinion, the lady had internalized his opinion of her. He simply had “low expectations of minorities.” She had very low self-esteem because he belittled her quite often, in front of others. When she did perform well, he asked her who had helped her with the assignment. Anyway, she followed her mind, and much to her surprise, she got the new job. Needless to say, the manager could not believe it and said, “she’ll be back.” “that particular lady has not returned as of yet.”

Second Interview Subject 2

Job Title: Executive Assistant/Secretary

Date: 1/12/98

Time: 2-4:00 (2 Hours)

About her manager, continued: Subject 2 felt that her manager is not straightforward—he likes to get information from workers about other workers and what they are not doing on the job, however, he fails to provide what they need to accurately look competent in what they do.

Subject 2 feels that her manager was not any different after the training. She felt he had the same biases, of encouraging people like him to high visibility positions. If he thought you had no

potential, you were allowed positions in the background. She said, after the training, she thought he learned how perceptions of people can influence decisions. He began being more curious about his employees. Attempting to ask personal questions about where they were from, their backgrounds, even if they felt they were bought up differently from others like them. He seemed to try to understand people more—to stop stereotyping groups, to attempt to see people from this vicinity as different, perhaps even in a positive light.

Subject 2 was allowed to work on one risk assignment. Developing wrapping procedures for mailing packages from the registry area. Figuring out a faster solution to the slow process that had been in place afforded her team a write up in the work newsletter and a \$10,000.00 cash award to be divided among eight team members. Of all the teams assembled, her team wrote the procedure manual and improved upon the process. They received the award because they did the best job. Subject 2 recalled, that after improving this process she never received another tasking like this. There was no follow through or follow up with other more challenging risk assignments. Subject 2 felt her team's confidence soar when they were brainstorming how the procedure could be improved. These techniques were even adopted in other offices using her office as a model. Never before in the history of this organization had a team developed a process like this in registry. This was a minority team and they were super efficient in doing this. The team was so proud that they had done such a great job and their confidence had reached an a time high. NOTE, from the researcher :The Process of Development Model used in diversity training encourages risk assignments to develop confidence in non-traditional employees. Once that confidence exist, other risk assignments are supposed to be given to the individuals to continue to boost their confidence. After accomplishing so many incremental successes, more responsibility is given to the person in the way of an upward mobility assignment, with potential for headroom promotion, and then the process starts all over again. The minority is allowed to prove his ability and be rewarded for a job well done. The team was so proud but they have not felt this way since 1995. Many of them have left and gone to other offices to work. Subject 2 felt there were many other types of changes that could have been done but, management just did not seem interested in empowering workers like that again.

Subject 2 is a minority representative on her secretarial panel. She said, “this is a positive organizational change that was suggested and implemented after the diversity training.” In

becoming a voting member, Subject 2 felt somewhat empowered to sit with GS-13-15's on Career Service Panels. She was included at meetings on who was to receive a promotion or move into management ranks. She did observe other managers speaking in behalf of other minority secretaries. It was good to hear the senior managers advocating more responsibilities to deserving secretaries which could result in them improving in grade and upward mobility. Some managers were recommending minority secretaries for improved job opportunities. Not her manager, but other managers at his level. She felt this was refreshing to see and hear, even if it did not benefit her. Recommending non-traditional people for higher assignments is one of the focuses of the diversity training. This interview ended here.

Third Interview

Subject 2

Job Title: Executive Assistant/Secretary

Grade:GS-08

Date: 1/19/98

Time:8:30-10:30 (2 Hours)

Res. Note: The context of this continuation of a series of interviews is the same library environment. Dialog is in the words of the interviewee.

Additional expressed thoughts to specific interview topics:

Res. Question **How are performance appraisal reports administered in your business unit?**

S2: PAR's are done by line managers. They are supposed to assess your performance, job skills, productivity, attitude, ability to make decisions, interpersonal skills, training, etc. They are subjective in nature, according to Subject 2.

Res. Question **What about promotions?** Subject 2 does not feel promotions have been done fairly. She said, first of all they tell you , “you are doing a great job, but there is no head room to move up.” Category rankings were eliminated due to their subjectivity in deciding who stayed another year and who did not. Since Subject 2 had no headroom she was told to wait in grade another year. She said she was told points were available in her office to move up, but she was not in a slot to benefit from available points. Therefore, to move, she would have to find another position and a grade with available head room points. Subject 2 was skeptical because she already knew how the glass ceiling keeps minorities from management and reaching their fullest potential. She has been content to just stay where she is currently.

Res. Question **Work assignments?** When asked about work assignments, she had this to say.

S2: Work assignments are handed to you by your immediate supervisor. When Subject 2 submits her work, she knows it will be changed in some manner. Even if it is correct, management will attempt to improve upon it. She has accepted the fact that it will never be just what they want although it seldom has to be re-done, something is usually added as what she refers to as “busy work.”

Res. Question **Rewards?** - With her supervisor, she does not expect too many awards, however the office has implemented the service to customer award and she has won twice within the past

year. Cash worth \$250.00 a piece has been awarded to Subject 2 for her commitment to serving the customer. Incentive awards are also encouraged in the diversity training. Her peers nominated her and she accepted the award. She said she was grateful for friends who saw her as an asset to the office and a team player in obtaining customer satisfaction.

Res. Question **Punishments?** - This takes place in the office environment too, not so much stated as you know you are perceived to have limited potential when your manager does not speak up for you or your performance and does not attempt to obtain points or grades that would help you advance. The culture is that management has to verbally endorse you for promotion, at panel meetings. Subject 2 feels she is currently stifled in a low slot with no ability to improve her condition. The subliminal message is that if she remains, she is programmed for promotional failure since her manager sees her with limited potential, despite her high performance ratings and excellent productivity.

Res. Question **How autonomous are people allowed to be in your business unit?**

S2: "People are told what to do, and they do it. There is limited independence. Most are micro managed by managers who constantly inquire about the status of projects. There is not much encouragement or time to just tell employees they are doing a good job." Subject 2 has seldom heard this.

Res. Question **How does communication take place?** It takes place top down and formal. Subject 2 thinks she works in a "dictatorship environment," where she follows what she is told. She is not too deviate or question. If she challenges anything she feels she would be reprimanded so, she feels stifled as far as her creativity is concerned. The unwritten rules are that you do not tell management how to do its job even if you could improve upon several processes.

Res. Question **Have any changes occurred over the past six years?**

Several changes, i.e. Minority representatives on evaluation panels is the largest change Subject 2 could think of currently. She believes minorities sit on the panel to ensure that people of different cultures, races and gender, are evaluated fairly. To ensure that the discussions about potential for promotion center on current job performance and not whether management likes you or not. Sometimes managers like to talk negatively about how someone performed for them two or three years ago and this may persuade the panel to vote against the person as far as upward mobility is

concerned. The job of the minority representative is to be sure the recent performance is kept in focus and not how one performed previously in earlier years of their career.

Fourth Interview

Subject 2

More specific and probing interview questions:

Res. Question **Did the training meet its stated objectives?**

Subject 2 thought the diversity training was long overdue. She has really objected to the constant care and feeding of the same type of majority managers to keep people of color out of the management ranks. Then, on a few extremely rare occasions, the minority manager who is selected is one who refuses to help others like himself/herself reach their potential. This type of minority manager is selected she feels, because he/she reflects the majority manager and does not believe in treating people fairly. Subject 2 says this is the “dual edged sword, no equal opportunity here either.”

She felt that the training met all of its stated objectives because it revealed how our organization has a “ pecking order—to keep most minorities from reaching their fullest potential. It revealed how people in power refuse to share that power. It revealed how people are limited when managers do not believe in their abilities and capabilities. It showed managers how they fail to develop people and how the organization suffers from one dimensional thinking, as a result. Culturally, it revealed the dual unwritten rules that exist and are imposed upon those who know them and those who think they will be treated fairly.” Subject 2 felt this favorable, after she reviewed all of the objectives.

Res. Question **Behaviors of managers, did this change ?**

Subject 2 stated she believed she had revealed that her manager asked more personal questions about employees but not to the extent that he helped them improve their potential for upward mobility. Her opinion of this question was unfavorable, no real change.

Res. Question **Was the training an effective intervention?**

Subject 2 thought it could have been. Certainly, it helped make some positive changes to the workplace. But overall, she felt the “Process of Improvement Model” for managerial responsibility was not being employed. No one was being handed risk assignments to prove their ability. Incremental success assignments were not being encouraged as they had been taught in the model. No one was attempting to help minorities become empowered in her work unit. She was encouraged by what she saw happening as a minority representative on the secretarial panel

but the behavior of her manager had not really improved. He was not more empathic, did not really attempt to find head room points available in other work units to help her move up so, her opinion was that it could have been a positive improvement if managers were made to “make it happen.” Subject 2 gave this an unfavorable opinion because she is not better off at a GS-08 level, than where she was several years ago. She thinks management is responsible for her dilemma. If they were held accountable for implementing the training, then she feels she would be better off than where she is currently. She is just working until she can retire.

Third Interview Set

Name: Subject 3

Job Title: Special Interest Officer

Grade: GS-12

Date: 2/7/98

Race: African American Female Age:49, Years employed here, 31

Interview: 9:00-11:00 (2 Hours)

Res. Note: The context of this interview was in a library setting. Later, follow-up segments took place in my home. I have known this person for approximately eight years. We have had several training courses together and have similar interests in diversity training.

Res. Question **How do you feel about working here?**

My current feelings about working here are feelings of “frustration and concern.” I developed these feelings after numerous incidents which I will describe later in this interview. Most of my frustrations are the result of poor management practices and the unwillingness by some managers to embrace diversity in its fullest sense. But first, let me tell you about my job.

Res. Question **Tell me about it.** I am currently a special interest officer for a directorate of about 5,000 people. I am responsible for two major initiatives: Implementation for a Harassment-Free Workshop for all employees and managing an Internship Program for people with disabilities. I am not a manager, but I manage these two programs. Because both of these programs are major, in that they span the entire workforce, I find my job challenging and rewarding.

Res. Question **Tell me about your manager. What was his/her behavior like before the diversity training?** My manager is “distant, cold and aloof.” I get little to no support from her. The only feedback I get is negative. I have tried to manage this but to no avail. This attitude existed before diversity training and continues at the present time. My manager appears to be a non-risk taker and does everything to maintain the status quo. She does not possess the knowledge nor expertise to manage diversity effectively, in my opinion. I have tried, on several occasions to bring new ideas forward in the diversity arena but was told repeatedly that my ideas were not politically correct or was presented with obstacles or barriers to making my ideas work. This has caused me great frustration, because my job deals with a lot of diversity issues, concerning the physically challenged, and harassment in the workplace.

Res. Question: **How are the following administered in your business unit? Are these done fairly?** PARS are very subjective. I believe managers' lack of understanding of diversity issues has interfered with their objective evaluation of employees. Many managers still hold on to stereotypes and preconceived expectations about minorities and women in the workplace. Evaluations are too focused on how well an individual is liked on the job verses how well they perform their jobs. Political correctness in the workplace stands in the way of getting quality work done. In my view, many quality employees are not promoted mainly because they are misunderstood or ignored by their supervisors. This has psychological effects on other workers in a work unit who tend to perceive individuals the way their supervisors do or based on their GS grade level. Too much emphasis is placed on a person's grade level. What this does is promote devaluation of some individuals in the work environment.

Res. **Promotions:** The promotion system is probably the most dysfunctional system we have in place. There seems to be double standards for promotion depending on who you are and what you look like. Promotion to the next grade level is normally available if a person has "headroom" in their current position. When headroom is available the person is promoted generally without an issue. This does not occur for minorities, in my view. I have witnessed many minorities who have progressed to higher level positions to find themselves having to wait and wait for promotion to the GS-14 level. There seems to be something magical about promotion to the GS-13 and 14 level for minorities. These promotions are slow to come for minorities as evidenced by the relative low numbers of minorities at these grade levels. In addition, the criteria used to promote minorities appears to be more stringent for them than their white counterparts thereby making it harder for them to be promoted to the next grade level. For example, I am in a GS-13 slot, have outstanding performance ratings and have been passed over for promotion three times. I have headroom but am not allowed to progress in my career.

Second Interview

Res. Question: **How are work assignments administered?** This is where diversity really comes into play. For years stretch assignments were reserved for white males. Minorities were rarely considered for high level decision making assignments. White females have broken ground into this arena, but still have, in my opinion, a long way to go. Minorities are still lagging behind white males and females for assignments that offer high visibility. They are often not considered for line

management jobs, overseas assignments, or rotational assignments. Minorities are held to a different standard and may not be perceived as capable or as leaders. This has contributed to relatively low numbers of minorities holding high level positions in this environment.

Res. **Awards/Punishments:** The award system leaves much to be desired. Again, I believe minorities are often left out of the award system. They are often restricted from work assignments that would position them for awards or they are not seen as deserving of awards. Also, when they receive an award, it is often a lower amount than their counterparts contributing to the perception of minorities capabilities. Data gathered here, suggests that minorities are monitored more closely than their counterparts. Close scrutiny continues to be a major complaint among minorities on in house surveys conducted every two years. Many minorities report feeling isolated from other workers in their units and they report feeling that there is no hesitation by their managers to cite when they have made a mistake. This contributes to frustration by many minorities.

Res. Question: **How independent are people allowed to be in your business unit?** Autonomy depends on who you are and where you work in this Agency. Some individuals enjoy full autonomy in the workplace but, this is not all positive. There are some managers who will allow certain workers total freedom so that they do not have to manage them. This occurs when managers are uncomfortable dealing with certain employees or if the manager is not knowledgeable of the work being performed in the unit. Other individuals are micro managed to the point of exhaustion because their managers do not trust them or do not feel they possess the ability to perform without their intervention and close supervision. The perception that exists is that successful minority employees are an exception rather than the rule. Minorities that succeed are perceived to be those that assimilate into the dominate work style and behavior.

Res. Question **How does communication take place in your business unit, top down, bottom up formal or informal?** Communication in my business unit is about the worst I have ever experienced during my long career with this organization. It is nearly non-existent except for the use of the e-mail system. There is a weekly staff meeting where information is shared among the senior officials of the directorate but attendance at this meeting is restricted to SIS level officers with very few exceptions. The majority of attendees are directors or individuals who run major components. The information shared in this meeting is forwarded via e-mail to all employees and

the office directors share this information at their staff meetings. The information shared here barely scratches the surface in terms of the amount of information that needs to be shared. There is a communications staff where information is to be shared with all employees. I have never received a notice or piece of information from that office. Another key factor in communication in my business unit is that information is usually too formal. Chain of command still exists far too much and this is a real barrier to good, solid communication. It is far too restrictive in that individuals are very careful about not sharing information outside of the chain of command. Diversity communication has become the total responsibility of a very few people. If these individuals, within a few small offices, do not report diversity issues, they are not reported. Personally, I would like to see office directors speak on diversity issues more freely, as is encouraged in the training. They report on everything else as if it were critical. The way diversity is communicated throughout an organization is another indicator of where the workplace stands in regard to diversity. I have observed that the organizational chart here does not reflect the various diversity staffs that exist in the organization. In my view, this communicates to the entire workplace that diversity is not valued, yet a lot of money is put into diversity programs and training. I find this appalling.

Third Interview

Location: the local library study room

Two hours 11-1:00 2/11/98

Res. Question **What procedures, if any, are used in your business unit to monitor your activities?** If anyone is monitoring my activities I am not aware of it. I am almost never asked what I am doing, how I am doing or the status of ongoing activities. My own initiative may play a role here. I am not a person who waits to be asked. I report on my programs regularly in staff meetings, in writing via e-mail and in monthly update meetings with my immediate supervisor. I have sent lengthy update reports to my supervisor and received NO response to it. I was not asked questions regarding what I sent or asked for any clarification. And, I continue to receive outstanding performance appraisals. I work in a remote location so that monitoring my activities would be a challenge for my supervisor.

Res. Question **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? The changes I have seen have been numerous: Reorganization within my work unit, movement to self-directed work teams, change from traditional supervisor to “coach,” changes in the performance appraisal system, physical location of office changed, budgetary constraints, fewer people to perform vital job functions, more contractors, focus on harassment in the workplace has become more pronounced, focus on diversity training or interest have changed, employees are reporting resentment on having to discuss such issues the few times they are discussed, younger employees are leaving the organization at record levels, closer scrutiny on why people are leaving., white females are seen more often in higher level positions, managers sometimes ask for help in dealing with diversity issues.

These changes have had major impacts on my work life. I am more involved in diversity issues as they relate to workplace relationships and building partnerships in the workplace. Some individuals are more willing to address issues and diversity training has raised awareness of many issues. This has had a direct impact on the number of counseling and consultation demands in the workplace. More employees are reporting harassment than before. As a harassment investigator, this has also impacted my work life.

Res. Question 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 organization, is it better or worse?

It is worse in several ways. In my opinion, my current manager is very, very negative and this contributes to a very stressful work environment. This manager responded negatively to my mere application for a higher level position and was verbally abusive when informed of my decision to apply for a position for which I was highly qualified. I received no support from my supervisor prior to the interview or when I reported that I was selected for the position. My supervisor indicated that I was somehow a traitor and jumping ship. I tried to explain that this was an opportunity for me to work in a higher position, higher than my present grade, but was disappointed to find that my supervisor was very upset with me. This was a few months ago, but I am still stressed out as a result of this. Now, I am located at a remote building. This has caused undue hardship for meeting attendance(which I am required to attend approximately 25+ per month. This requires that I spend a lot of time on the road in all sorts of weather just to do my job. The positive side of my current position is that I have more flexibility in my scheduling than

in my former position, which required extra hours of time. I wanted to add here, that the focus on diversity in this organization has not helped the workplace as much as I had once hoped. There is a lot of resistance to diversity training today and resentment towards discussing diversity in its fullest context. I also am concerned about the push to place white females and males into supervisory level positions. I believe this is an attempt to prepare for workforce 2000 where minorities will be more prevalent. This has caused many white managers to panic and push their own into higher level positions because of their unwillingness to give minorities a chance. I am very disappointed about what I see occurring.

Fourth Interview

Location: Local library study room

Res. Question: **Did the training meet its stated objectives?**

Subject 3 said, "I believe the training was excellent. I had a favorable opinion of it. It met its stated objectives for the time we spent in the classroom. I do not believe the transference of learning took place.

Res. Question **Behaviors of managers, did these change?** My response is unfavorable. Once individuals left the classroom, I am afraid so did the message from the training. It was business as usual once individuals returned to their offices. The reason I say this is because they may have wanted to make changes, but the workplace was not ready for them in the changed state. Managers were not ready to embrace the changes of diversity and were either uncomfortable trying new ways of doing business or felt the risk was far greater than the return.

Res. Question **Was it an effective training intervention?** My response is favorable to this question. I felt the awareness training was very effective. I will never forget this training. It has all had a lasting effect on me. Although it made some feel uncomfortable, many heard things about others they never knew. I know the training made some people angry, but it also made them aware of how people are discriminated against, almost constantly if they belong to a certain group. During the second half of the training class, the segment on the devaluation of blacks in schools was profound for me. I had never thought about how people discriminate when one is attending elementary school. But when teachers have low expectations and the child becomes aware of this, if he/she internalizes this, they can feel defeated for life, depending on who the credible source is in their lives. It was all very educational for everyone.

Fourth Interview Set

Name: Subject 4

Job Title: Customer Service Representative- Personnel

Grade: GS-09

Date: 2/6/98

Age: 55 Employed here: 17 Years

Race: African American

Sex: Male

Interview: 1-3:00 (2 Hours)

Location: Local library Study Room

Res. Note: I have known this employee for approximately five years. In his job, Subject 4 works as a Customer Service Representative in Personnel. We have already established a professional working rapport and have even sat on some promotional review panels together. Subject 4 was anxious to participate and I explained that I would be doing a series of interviews to determine how he felt about working here and eventually, how he felt about the diversity training.

Res. Question **How do you feel about working here?**

He has enjoyed working here, for a number of years he has been employed. The work atmosphere is pleasant, most of the time and even though its hectic sometimes, I have been able to cope with this environment. Subject 4 works steadily and diligently, managing his time and prepares for periods of tense activity. He checks his work to avoid unnecessary mistakes, especially when filing personnel folders in the huge file drawers. He is careful to replace folders alphabetically because he must maintain good records on each individual he advises as a Customer Service Representative in Personnel. He attempts to communicate clearly, attentively, and politely to coworkers and employees. He handles delicate situations with sensitivity and contributes to a positive work environment.

Res. Question: **Tell me about your job?** Subject 4 interfaces with people on a daily bases. He maintains the database of personnel records, and he keeps training records of employees current, especially as he records the skill based areas where they have attended outside university training. Occasionally, he is able to make outside recruiting trips for the organization.

Res. Question: **Tell me about your manager, what was he/she like before and after the diversity training?** My manager is the worse, most prejudice employer I have ever had in the organization. He is difficult to talk to, especially when you indicate that you want to take outside training. Why, is all you get in return, you work in personnel. Many co-workers have complained about his insensitivity, but to no avail. He constantly puts people on the defensive by the things he says. He thinks he is a good team leader but he is just another micro-manager. He constantly checks to see if you are at your desk working. Personally, I think he doesn't have enough to do and he seems like he doesn't like his job.

Res. Question **How are the following administered in your business unit?** PARs are not done fairly, in my opinion. Sure, you can talk about your accomplishments, and those can be written in the narrative, but the numbering system is dishonest to me. It never seems to adequately reflect my narrative and this really makes me angry. It is just too subjective.

Res. **Promotions:** I have never really understood this process. It seems to me that the most outspoken people I work with are the ones that management likes, if you are a quite, laid-back personality, you have a long time to wait for someone to notice your performance to be promoted. I think this system needs to be improved, but I have no suggestions on what should be done. I lack the power to do anything, so I just come to work and earn my paycheck to the best of my ability.

Res. **Work Assignments:** These are assigned by the immediate supervisor.

Awards/Punishments Awards, in my opinion, are not done honestly. It is the chosen few who always receive recognition. Some for doing their job (just for showing up at work). Awards are a big joke as far as I am concerned. When others do beyond their job, they are rarely recognized. I have no opinion on punishments, it depends on the manager and the situation.

Res. Question **How independent (autonomous) are people allowed to be in your business unit? Are they told what to do, micro-managed, or are they allowed freedom to make their own decisions?** In my office, we are micro-managed. I never feel empowered to make my own decisions. I know how to do my job, and I just do it. I don't ask questions, concerning the conditions of this work unit. There really isn't anyone to go to about the poor way employees are treated. Morale is low and many are seeking employment outside the organization. Management has no real idea about how workers feel.

Res. Question **How does communication take place in your business unit, is it top-down, bottom-up, formal or informal?** We sometimes have staff meetings but I feel we should have meetings on improving the interpersonal management skills of some of the team leads.

Res. Question **What procedures, if any , are used to monitor your activities?** We have sporadic meetings, but we do keep the team lead informed on work loads. We do try to provide good customer service as often as possible, because our team lead keeps track of the evaluation forms we receive from clients. Our team lead constantly does a desk check. He monitors work loads by keeping track of what everyone is doing.

Res. Question **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?**

I think the most profound change for me is that minority representatives are now on promotional panels. I am glad that someone is there to represent people like me for a change. Since I know my manager is not sensitive to my concerns, I am glad to know that upper management has to at least bring my name up during performance reviews. Now I feel less ignored.

Res. Question **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 in this organization, is it better or worse?** Since I am not exactly a happy camper here, I feel I have not improved my status, but at least, I have a job. I am continuing to look for other offices to find improved working conditions and a better job. I would like to have a manager that values what I do and I have not exactly found that in this work unit.

Res. Question **Did the diversity training meet the stated objectives?** I have a favorable response because, I think the training was just what the organization needed but the team leads and upper management are not ready to treat people fairly.

Res. Question **Behaviors of managers, did these change?** We have some good senior managers, but they are far removed from where I sit. I cannot afford to hope they will implement the training as the training encourages. The organization returned to work as usual after the four days. I haven't seen many risk assignments offered, high visibility opportunities or upward mobility goals, attempted. Morale is low and people are leaving in record numbers. I work in personnel, and I see how disheartened minorities continue to be. The training was needed but this

environment is not receptive to change. They resist it and cling to the status quo. Change here, will be a long time coming, and not before my career is over.

Res Question **Was the training an effective training intervention?** If it had been allowed to work, I think it could have been an effective intervention, but I am continuing to hope that I find employment in a more receptive to minority environment. Not a favorable response because management could have done more, in my opinion.

Fifth Interview Set

Name: Subject 5

Job Title: Administrative Support Team Leader

Grade:GS-15 Employed here, 15 Years

Date:2/98

Age: 38

Race: Caucasian

Sex: Female

Location: Local Library Study Room

Res. Note I have known Subject 5 for three years. As a team leader, she feels she demonstrates a thoughtful, informed and thorough approach to decision making. She seemed to be able to cope with going from a Branch Chief to a Team Lead rather quickly. She sets clear performance standards, in her opinion, and expects employees to adhere to the Performance Appraisal elements. She says she may be overly critical of certain employees and she says she is working on improving how she comes across to people and direct staff.

Res. Question **How do you feel about working here?**

I have worked here 15 years and feel very comfortable with how my career has gone. I like my job as a supervisor and feel that I am competent in doing it.

Res. Question **Tell me about your job.**

As the senior Administrative Support Team Leader, my job requires keeping personnel informed of changes from senior management. I also maintain current year budgets and prepare submission for the out year budgets. As part of my responsibilities, I will continue to set up office standards, build a comprehensive personnel tracking system, and set up career development training for my employees.

Res. Question **Tell me about your manager before and after the diversity training.**

Personally, I think the training had a bigger impact on me than my supervisor. Question: Why do you say that? I became more aware of the plight of some people and I never knew they had so many daily coping problems. My supervisor, on the other hand, doesn't seem to have changed how he acted before or after the training. I mean, we all became more sensitive, in my opinion, but I don't see how the training really changed anything.

Res. Question **How are PARS administered in your work unit?** I think PARS are fair because I was allowed to practically write my own. My supervisor asked me to write a brag sheet and that's what went into my evaluation. Obviously, I was very pleased with this methodology so, I figured my PAR was done fairly.

Res. Question **How are promotions handled in your work unit?** In my work unit, technical and operations officers come first in the promotion area. I have my GS-15, and I am glad about it, however, I do not think this method of promotion is fair and I have expressed my concerns and objectives to this.

Res. Question **Work assignments?** Since we have just completed re-engineering our work unit, work assignments are in a state of flux.

Res. Question **Awards, are these administered fairly?** Our awards program has to get fixed. I don't think the policy of rewards is done consistently across the groups. The awards policy is being revisited based on the recent re-engineering.

Res. Question **Punishments:** If I really make mistakes, I am sure I would be placed in another job. I really don't worry about this happening since I know my job.

Res. Question **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? I feel our office encourages creativity and empowerment. We are not micro-managed. In my opinion, we need better standards across groups. In some cases, offices are doing their own thing too much.

Res. Question **How does communication take place in your business unit?** I think communications could be a lot better. We have a communications office but I have yet to even hear anything from those people. There are not enough formal mechanisms, many use e-mail for everything. This means, that the informal is the most frequently used, there are too many rumors all the time. Some work units, in my opinion, are better informed than others.

Res. Question **What procedures, if any, are used in your business unit to monitor your activities?** I sit across from my boss so she can see my work in action. There are ops meetings once a week for briefings to senior management. There are weekly staff meetings, but these are too formal, and mostly bosses attend, not the rank and file.

Res. Question **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?** We have spent this past few months re engineering. Some of us have been relocated to remote buildings. Although this has not affected my drive to work, it has been painful and things still are not settled. The morale is naturally low and I would really like everything to be settled soon. I now have high blood pressure which I did not have before. I am however, optimistic that once things settle down, we will have an excellent office to work in.

Res. Question **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 here, is it better or worse?**

All of my career moves, in my opinion, have been career enhancing. Since I only have a high school diploma, I have done well here. My positions basically get better because I am constantly moving into more responsible positions and higher grades. I do supervise several employees although I probably should keep closer track of what they are doing on a daily basis. I enjoy the flexibility I have as a team lead.

Res. Question **Did the training meet its stated objectives?** I enjoyed the training and it met its stated objectives in my opinion. I learned many things that I had never heard before, especially from the minority participants. I am not really too concerned with if they have been treated fairly, many will say they have not. I think the main argument is their perception that they have been passed over for promotions and they haven't had opportunities to move up. But, those are perceptions, aren't they? I had a favorable response to the training. I think, perhaps, more of what was revealed in the training should have been used back in the workplace, but we are trying, in my opinion.

Res. Question **Behaviors of managers, did these change?** Not in my opinion, my response would be unfavorable to this question. Many managers do not feel that they need to change. They are comfortable with their own management styles.

Res. Question **Was it an effective training intervention?** Maybe not, because I do not think it should have been mandatory for attendance. My response is unfavorable, as it did not result in a total organizational transformation.

Sixth Interview Set

Name: Subject 6

Job Title: Senior Manager Technology Engineering Group

Grade: SIS 02 Employed here 26 Years

Date: 2/28

Age: 47

Race: Caucasian

Sex: Male

Res. Note I have known this senior manager for about seven years. Our training office often schedules classes for him. We would handle any arrangements for this type of work. As his schedule is very busy, he only had a short amount of time for me to interview him. Most of the interviews were done by telephone and at several different times.

Res. Question **How do you feel about working here?**

I feel good about my work place. I have the opportunity to be creative, productive, and make a difference in the lives of those who interact with me.

Res. Question **Tell me about your job?** I currently serve as a senior manager who is responsible for a group of highly skilled employees who provide a wide range of information technology services to thousands of customers. I have four division chief/team leads who are direct reports along with my front office staff. I have the opportunity each day to interact with decision makers of at all levels of the organization.

Res. Question **Tell me about your manager, what was his/her behavior like before the diversity training? After the diversity training?** I feel that I returned from the training with more sensitivity and a recognition that some terms are offensive to others. I think that, due to the training, I think more about the impact of personnel decisions on all employees. At the end of ranking employees on the promotion list, I often ask if we have been fair and ask if the promotion list is representative of our work force. I guess I can't be absolutely sure I believe in diversity, but, I am attempting to create a working environment that is more equitable for all.

Res. Question **How are the following administered in your business unit? Are these done fairly?**

Performance Appraisal Reports (PARs) , are written by immediate supervisors with reviewing comments provided by the senior manager. In my work units, I have recently implemented a system where employees are provided feedback from previous evaluation periods and must initial, along with their supervisor, a feedback evaluation sheet. I think there is a strong sense of fairness since the PARs are then reviewed by a Career Board Panel and Career Service Board.

Res. **Promotions:** There are many factors that must be considered when making decisions on promotions. Factors such as visibility, timing, opportunities, and perceptions are pertinent; much like experience, performance and skills. The fact that women and minorities must serve on the promotion panels suggest that there is a sense of fairness.

Res. **Work Assignments:** This is an area where visibility weighs heavy into the decision-making process. The reality is that managers are human beings and sometimes select based on the factors of affinity or what is comfortable. I think this is an area that we need to continue to improve.

Res. **Awards/Punishments:** This is also an area where decisions have been made based on subjectivity versus objectivity. This is particularly true when the decisions involve punishments. For example, some minority employees have been released because of “poor performance.” Therefore, I think a strong sense of fairness is lacking in this area.

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

In my business units, employees are encouraged to be self-starters and to show innovation and initiative. My personal management style is to empower and trust the employees to complete their assignments. However, I do know managers in the office that tend to micro-manage which hinders the productivity of the employees.

Res. Question **How does communication take place in your business unit?** Is it top-down, bottom-up, formal or informal? In my business unit, it is multi-directional communication. We use e-mail, staff meetings, segment reviews, all-hands, and periodic updates from me, the chief. In addition to the formal communication methods, we find the informal process to be very beneficial for communicating horizontal and vertically. Sometimes, I have heard that the rank and file don't feel included but, this I find to be untrue. I haven't monitored to find out if these methods are used below my rank.

Res. Question **What procedures, if any, are used in your business unit to monitor your activities?** We use various metrics to monitor individual and collective productivity. We also submit weekly reports for distribution which includes the office directors. There are periodic one-on-one sessions with the office directors to ensure that there are not lingering problems within the business unit.

Res. Question **Have many changes occurred over the past six years, can you describe the changes?** There are various changes which occurred over the past six years including reorganizations. We continue to face budget and personnel cuts. I have to do more recruiting and selecting new employees rather than have human resources personnel perform those functions. These changes have also provided me with the opportunities to assume more responsibilities which resulted in promotions.

Res. Question **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 in this organization, is it better or worse?** I don't think there is any question that my current position is better for me than previous positions. I have the opportunity to mentor, mold, and help shape the careers of other individuals. I think I take these responsibilities very seriously and find gratification in the success of my employees.

Res. Question **Did the diversity training meet its stated objectives?** I think the training met its stated objectives. I had the opportunity to share ideas and dialogue with others and to learn much more about other cultures and people in the work place. Subject 6 had a favorable opinion on this question.

Res. Question **Behaviors of managers, did these change?** No, I do not think so. My response would be unfavorable to this. Change takes time. It is a long process.

Res. Question **Was the training an effective training intervention?** I do think that more should be done to ensure that people, in general, use the knowledge gained in the diversity training courses. I have observed that some employees feel that this is just another course and that they don't have to actually put the new found learning into practice upon their return to their office. As an intervention, Subject 6 gave this an unfavorable response.

Seventh Interview

Name: Subject 7

Job Title: Electronic Communications Officer Team Lead

Grade: GS-15 Employed here 17 years

Date:2/98

Age:41

Race: Caucasian

Sex: Male

I do not know this manager.

Res. Question **How do you feel about working here?** Before coming here I had always pondered over what it would be like to work here and not that I am here, it has been very rewarding. I have been able to advance and take on positions that have paved the way for my next job. I feel very fortunate to be where I am.

Res. Question **Tell me about your job.** I am responsible for the availability and the performance of our E-mail system. My staff has been tasked to provide electronic communication for all of our employees. As a manager, it is my responsibility to make sure that the needs of our customers is given an adequate response. Now that e-mail is such an integral part of the organization, my job is to make sure that it can be used when it is needed.

Res. Question **Tell me about your manager, what was his/her behavior like before and after the diversity training?** My manager came out of a personnel background and had been accustomed to evaluating people for acceptance into this organization. Before diversity was an issue, it had been easier to find reasons to reject blacks because of the images that are seen from day to day. So, it becomes questionable and doubt rises when you look at the folder of a black that really looks promising. Now that he has had the training, he is not as open with his negative images and he still has an ear for a more credible response coming from someone who looks like us and not someone from a different culture.

Res. Question **How are PARs administered in your business unit?**

There are many factors to consider when evaluating subordinates such as the ability to integrate and communicate effectively with your peers and your supervisor and to work efficiently under

pressure. PARs can be used to determine which employee will be allowed to advance quicker. Although it may be a little unfair when performance has a lower priority as a factor.

Res. **Promotions:** The administering of promotions, work assignments and awards are subjected to the feelings of those who have to help make the decision. Now that they don't come as fast as you would want them to, the competition is greater. A lot of times, the decision will depend on how much I know about the person and not necessarily what has been written.

Res. **Punishments:** For punishments, it may be easier for a person like me to get a new assignment, if I have had problems, until the dust settles. For a black, a favorable resolution would be a little more difficult.

Res. Question **How independent (autonomous) are people allowed to be in your business unit? Are they told what to do, micro-managed?** Or are they allowed freedom to make their own decisions? In my unit we meet regularly to discuss the status of our business, people are somewhat allowed to make their own decisions. We do discuss, the changes that are needed, when they are needed, and how they will be implemented.

Res. Question **How does communication take place, is it top down, bottom-up, formal or informal?** In my unit, we have bottom-up communication and sometimes suggestions are encouraged. We have an informal top down when management decisions are needed.

Res. Question **What procedures, if any, are used in your business unit to monitor your activities?** What we do is so visible that the effectiveness of our performance can be easily monitored and evaluated by the people who we serve.

Res. Question **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?**

From a corporate viewpoint, the most noticeable change is the increased number of contractors coming on board when compared to staff employees. I have a slight concern for the loyalty or dedication and the attitude of the contractors when it comes to fulfilling the mission and being available when needed in odd and off hour activities.

Res. Question **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 in this organization, is it better or worse?**

My positions have been rewarding and have gotten better over the years.

Res. Question **Did the diversity training meet its stated objectives?** I received a lot from the training, some things I felt comfortable with and others I wasn't so sure. At this time, Subject 7 gave this an unfavorable response. He did not like the fact that the training was mandatory.

Res. Question **Behaviors of managers, did these change?** Not really, many people resent being asked to go. They may not say this to you. My response to this would be unfavorable. People do not like being told what they should do.

Res. Question **Was the training an effective training intervention?** It takes time for change to take place. I thought the training was good , but one can not be expected to one be one way today and a different person tomorrow. I would give this an unfavorable response because it is difficult to change overnight.

Eighth Interview Set

Name: Subject 8

Job Title: Office Director

Grade: SIS-04 Employed here 24 Years

Date: 1/98

Race: Caucasian

Age:50

Sex: Female

Res. Note Interviewing was done by telephone, as this officer is extremely busy during the day. I was fortunate to have her talk to me during lunch hours. I have known this senior manager for about four years. She formerly worked as a reference librarian, and middle school teacher, before coming here to work. I have sought her help at various times, as a mentor. I could consult her about various senior level managerial behavioral styles when these groups attended diversity training. She was recognized, in the past, as “the iron glove.” She had several division chiefs working for her and during her former years here, was always respected because of her rank. Although her personality is somewhat aloof, I think it may be a way of coping with work pressures. She really does not seem to want people to really know her. She maintains a superficial rapport with most employees. It keeps them from asking too many questions. However, with her closer friends, she talks about them often.

She has worked for this facility for 24 years and has been able to progress at a very rapid pace. Knowing people before working here, in her opinion, always helps. Although she feels her career path was in place before arriving, she describes her climb to success as “interesting.”

Res. Question **How so?** Because, I see these people all the time, on nature hikes, at bike conventions, at dinner and even overseas. I have a circle of friends that have tremendously helped my career. And, they have been very helpful to me when I have needed advice on making strategic decisions. You might say, I am surrounded by “people with power.

Res. Question **How do you feel about working here?** I have enjoyed my career, because people with power have helped me succeed. Although I do attribute some of my success to my own “timing,” I do have confidence in myself that I have not made too many bad decisions. People

like me and those that don't, simply get out of my way. At times, I feel I just want to get away. I guess everyone feel like that at one time or another but, I love job and my peers are helpful.

Question Tell me about your job? My work keeps me involved at the highest levels of decision making. Although, I cannot divulge what I do, I strategically run this office, as the director. A few years ago, you would only have seen white males in this position. As it is, white women are breaking ground in this facility. To advance to this level says something about this organization. This has allowed me a greater sense of worth and has allowed me insight into the political structure of the organization. I network with hundreds of clients and I am empowered to make decisions at the same levels as white males. As an executive level officer, I have input to decision making at executive levels.

Res. Question **Tell me about your management style, before and after the diversity training?**

I have always been an advocate of diversity. This training provided insight into things I had only read or heard about. To provide good leadership, I was one of the first to attend. To hear the plight of some people, really made me aware of how people like me live privileged lives. I was aware of some things that others faced daily, but attending, really made me realize what reality is like for others unlike me every day. I feel more enlightened as a result of the training. I can honestly say, our organization did make a few changes as a result of some suggestions stated during the classes. Admittedly, we still have a long way to go, especially in making things here more equitable for all of our employees. We know we have problems, change takes time, and I feel we have made progress.

Res. Question **How are the following administered in business units? Are these done fairly?**

PARs allow managers to evaluate their own employees, review findings and compare assessments with what managers formerly said about an employees. I am hoping that people will become more sensitive to others and look more at the human side of how they affect people by what they write. I have a tendency to question what white males have said about employees, when I look at the levels where minorities are found. I sometimes wonder, if the person is really like what has been written. I know there is a tendency to inflate white male PARs. I feel we are making progress in improving this warehouse technique.

Res. Promotions: I feel we look at the best candidate based upon performance and based upon potential. I realize that the training stressed that we cannot dictate the potential of anyone. And I

realize that before, that is just what we were attempting to do. I realize that this placed undue stress on many of our employees and we are working to improve our evaluation systems. I realize we have consistent complaints.

Res. **Work Assignments:** I feel we assign jobs based upon experience, skill level and knowledge. We also look at ones potential to advance. We haven't implemented too many risk assignments for non-traditional employees, as the training suggest and I realize we have not offered too many high visibility challenges in the various work units. Old habits are hard to break. I do however, feel white women are making progress in this arena.

Res. **Awards/Punishments:** I would like to think these are based upon performance, awarded on sustained performance and exceeding how well you do your job.

Res. **Punishments:** These are the opinions of the managers, in other words, I support my line managers. We can have you reassigned if you do too badly. But, I empower my line managers to make the decisions here. I endorse whatever they decide, no questions asked. If others are too hard to satisfy, we will remove them.

Res. Question **How independent (autonomous) are people allowed to be in your business unit? Are they told what to do, micro-managed?** Or are they allowed freedom to make their own decisions? This is based upon managerial demonstrated skills and abilities. Managers are empowered to go forward and produce. Managers are empowered to make delegated decisions. I do not condone micro managing but I realize it does exist.

Res. Question **How does communication take place in your business unit? Is it top down, bottom-up, formal or informal?** We have all types of mechanisms in place for communication. I guess the most popular, besides staff meetings, is e-mail. However, this is a line management call. I know many groups do their own thing. I have the idea however, that it is more top down.

Res. Question **What procedures, if any, are used in your business unit to monitor your activities?** We use a number of techniques here also, Benchmarking and Matrix are the two most popular.

Res. Question **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?**

I realize white women have managed to break the glass ceiling in many instances. I am a prime example. We have truly made great strides. We have reached management ranks very nicely and we are spread throughout the organization. Non-traditional employees, however, continue to have problems moving up within the organization. I just cannot stress that we need to really do something about this. I realize our workforce is changing but truly, we do not reflect society, as the training suggest, we do not have non-traditional employees dispersed properly throughout the organization. Change is slow and it has been extremely slow for them here. We will try to do better.

Res. Question **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 facility, is it better or worse?**

Things for me are extremely better. I have a networking system that is fantastic. Now, I even have potential to come back as a contractor in the future. Since I have worked here, opportunities for me are unlimited. I have reached political realms I would never have thought possible. My salary is great, and this job has placed me in the position of even higher responsibility within the government some day. I have more and more political ties that can really benefit my career. This is an elite club and I am glad to be a part of it.

Res. Question **Did the training meet its stated objectives?** I feel the training was very favorable for this organization. We did implement some things, to help minorities, like minority representatives on panels. However, I realize we should have implemented more of the training, like using the risk assignments model and looking at behavioral styles of managers, to improve work conditions. We still need to do more.

Res. Question **Behaviors of managers, did these change?** Realistically, my response is unfavorable. We implemented some things that the training taught, but behaviors of people do not change overnight. We are working on improvements.

Res. Question **Was it an effective training intervention?** I think it was favorable, I know we made an attempt to improve the work environment, just by the mere amount of money we invested in the training program and the amount of time. We are making progress. It will take time for us to truly allow all employees to reach their fullest potential.

CHAPTER V

RESULTS

INTRODUCTION

This chapter examines the major themes that influenced a selected group of Caucasian managers and the African American non-managers employed in their work units during, and after attending a diversity training program. Particular focus is placed upon how the subjects felt about the training and whether it did or did not change behaviors of managers and, ultimately, change the organization.

The researcher considered a theme important if it was unique to a particular subject and shared by other subjects. For example, one resounding theme illustrative of several subjects was, “no real change in behaviors of managers.” Although all of the participants expressed an appreciation for the training class, this appreciation was not proportional to change in the organization.

An analysis of the transcripts allowed the researcher to give form to the experiences of the participants. This chapter will provide a fully detailed explanation of common themes and patterns that are illustrative and supportive of all of the participants. This process was accomplished by looking at each theme that emerged from one participant and linking the common themes and coding. The researcher’s intent, therefore, was to present the common themes and patterns that emerged through the analysis and interpretation of the data.

Analysis of Themes and Concepts

A number of recurring themes emerged as a result of the interviews with the four African Americans. These themes fit into two major overall categories (themes); “Changes” and “Constraints” taking place in the work environment as revealed in the training. A major theme that consistently was reflected in peoples’ opinions was that of the ambiguity found within the organization and managerial systems. In fact, this ambiguity permeated the entire process. By further reducing the data, an overall arching theme emerged that encompassed all other themes. As revealed in the training, the overall arching theme was that of a transitioning organization. The researcher categorized the number of sub-themes under the core concepts that were most related to their meanings. These categorized major themes were depicted under three minor sub-

themes. The minor sub-themes were Structural or Organizational, Self-imposed, and Managerial changes or constraints that were perceived as either favorable, unfavorable, or neutral. Themes that emerged from the data are shown in this chapter. (See Figures 1 & 2).

A-A: African-American
C: Caucasian

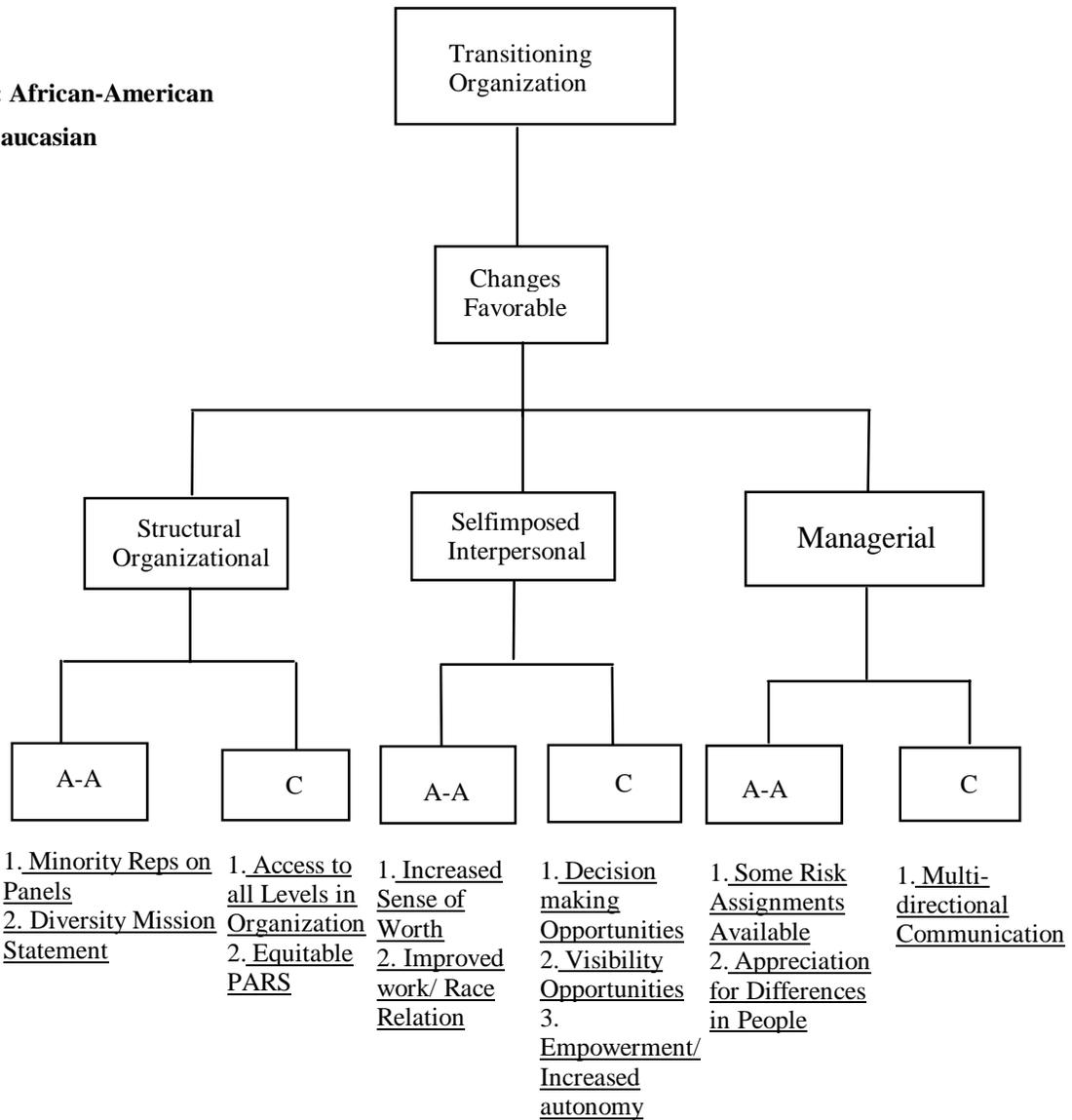


Figure 1. Favorable Change Themes & Patterns

A-A: African-American
C: Caucasian

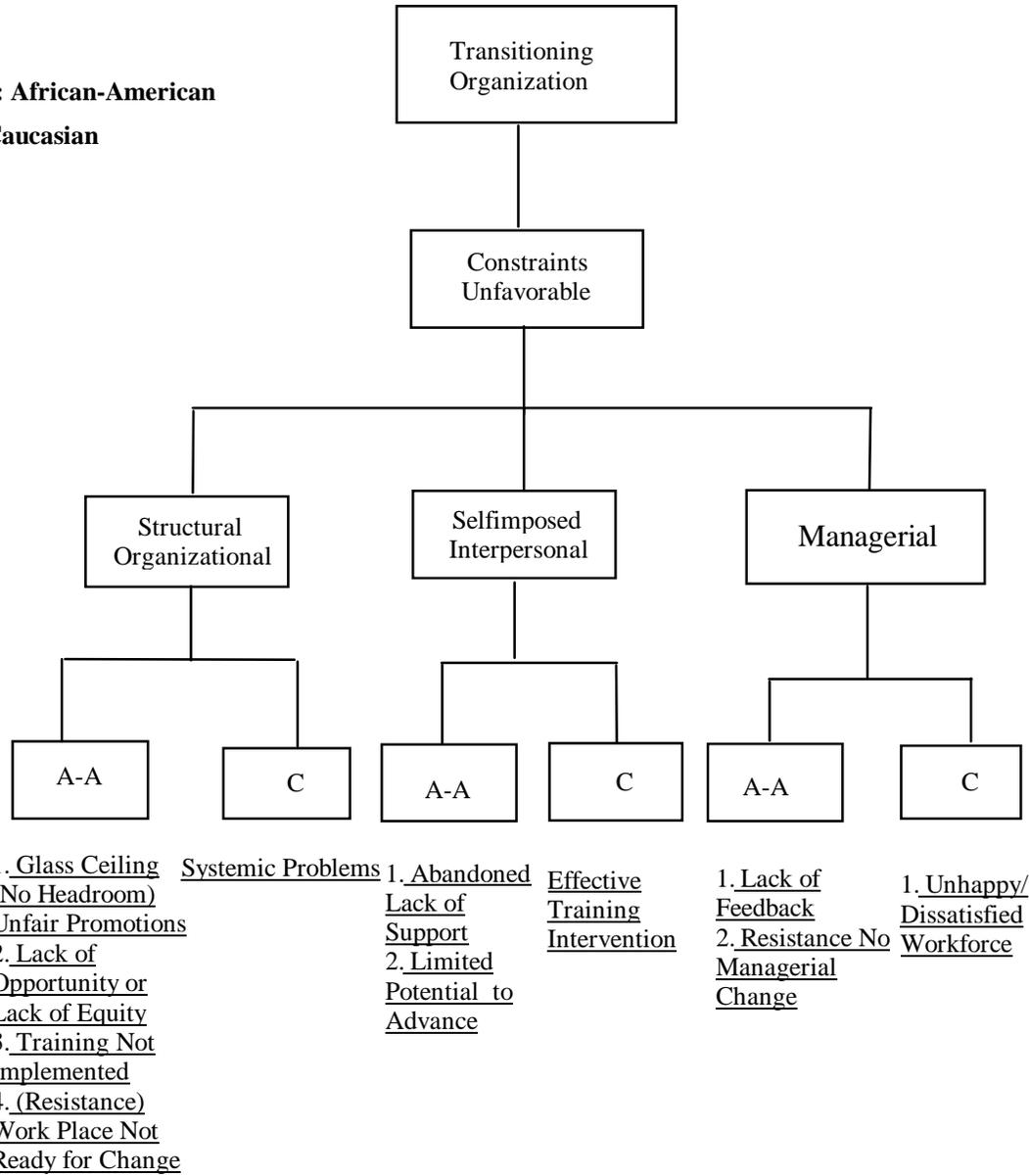


Figure 2. Unfavorable Constraint Themes & Patterns

These themes represent what participants perceived in the diversity training program. They represent the lessons learned by having attended the training. Changes and constraints are the two core concepts that were revealed and under each concept are three categories of themes, structural/organizational, self-imposed and managerial. Finally, the schema includes three evaluations: favorable, unfavorable, and neutral. Changes are consistent with favorable diversity efforts that were suggested in the training. Constraints are present to show how minorities and people of color are prevented from achieving their fullest potential. These characteristics are perceived as unfavorable structural or organizational, self imposed constraints people of color feel within the work place and managerial constraints that serve as barriers to advancement within the organization. Both changes and constraints are part of the ambiguity that permeates the work environment and influences the experiences of each African American and Caucasian included in this study.

Changes and constraints are also depicted on the Caucasian managerial chart. One will notice quite a contrast in what the training revealed between these racial groups. Few if any barriers to success appear in the Caucasian chart. (See Comparison Figures 3, 4, and 5).

A-A: African-American

C: Caucasian

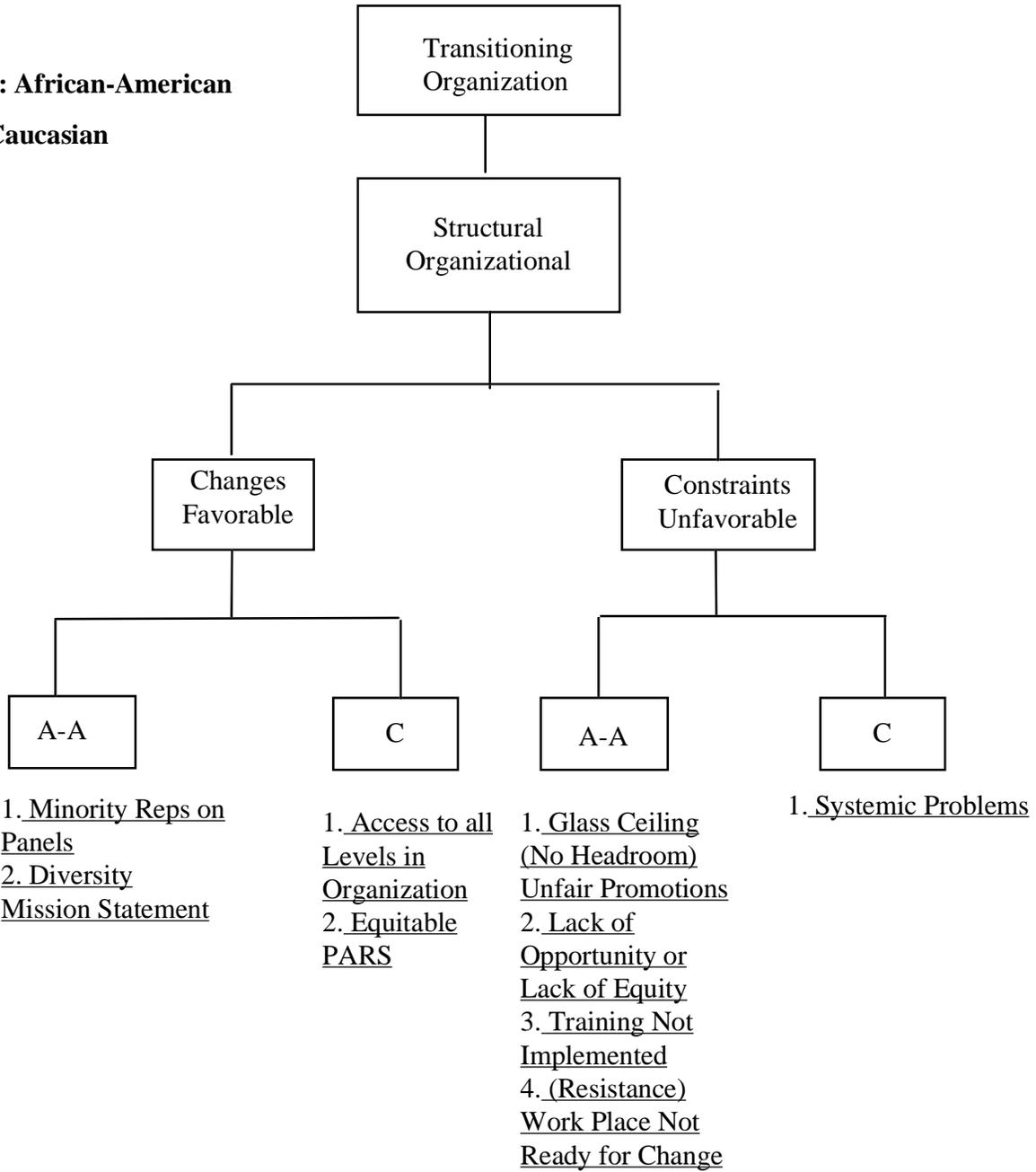


Figure 3. Comparison of Views on Structural Organizational Changes and Contraints

A-A: African-American

C: Caucasian

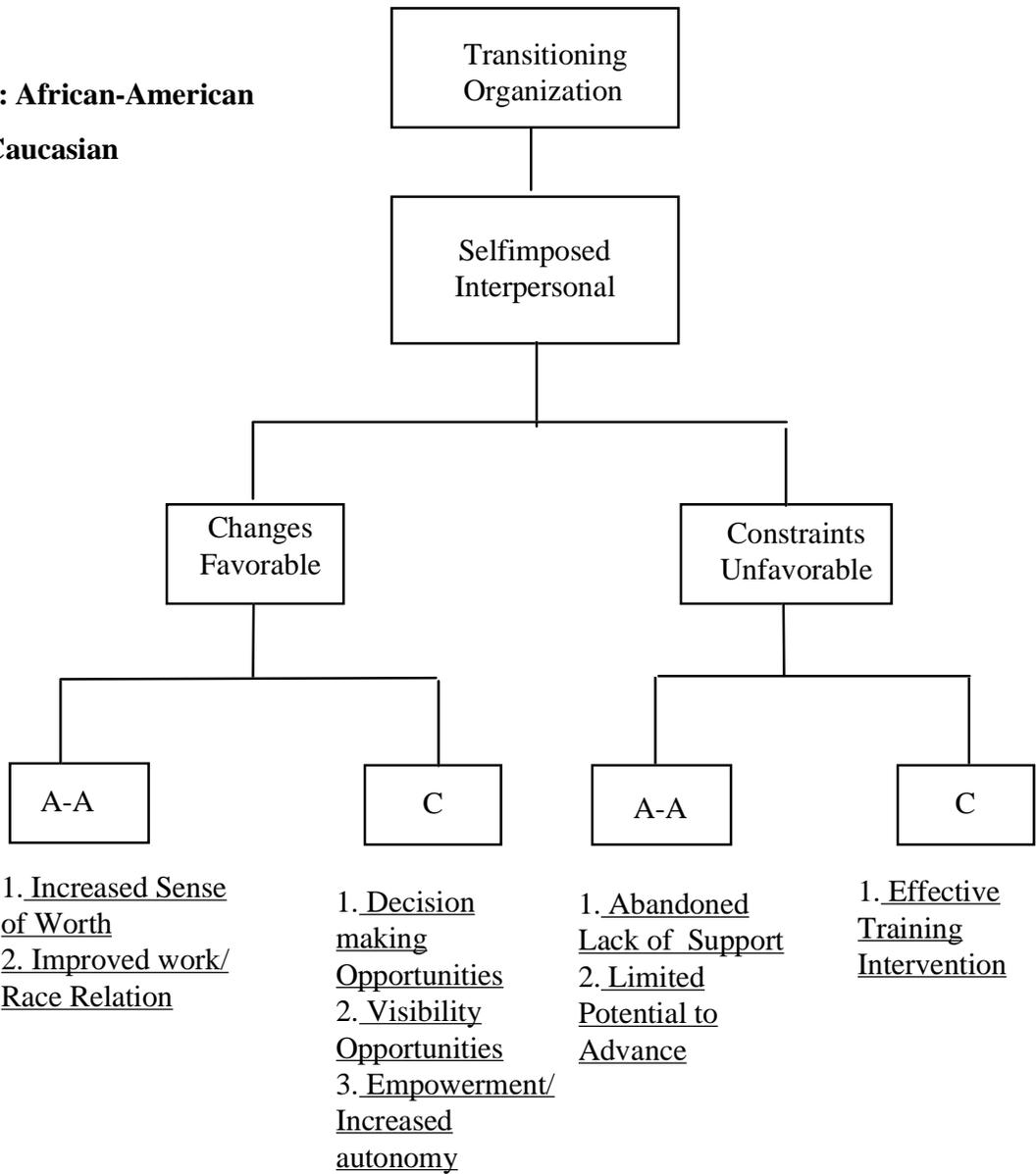


Figure 4. Comparison of Views on Selfimposed Interpersonal Changes and Contraints

A-A: African-American

C: Caucasian

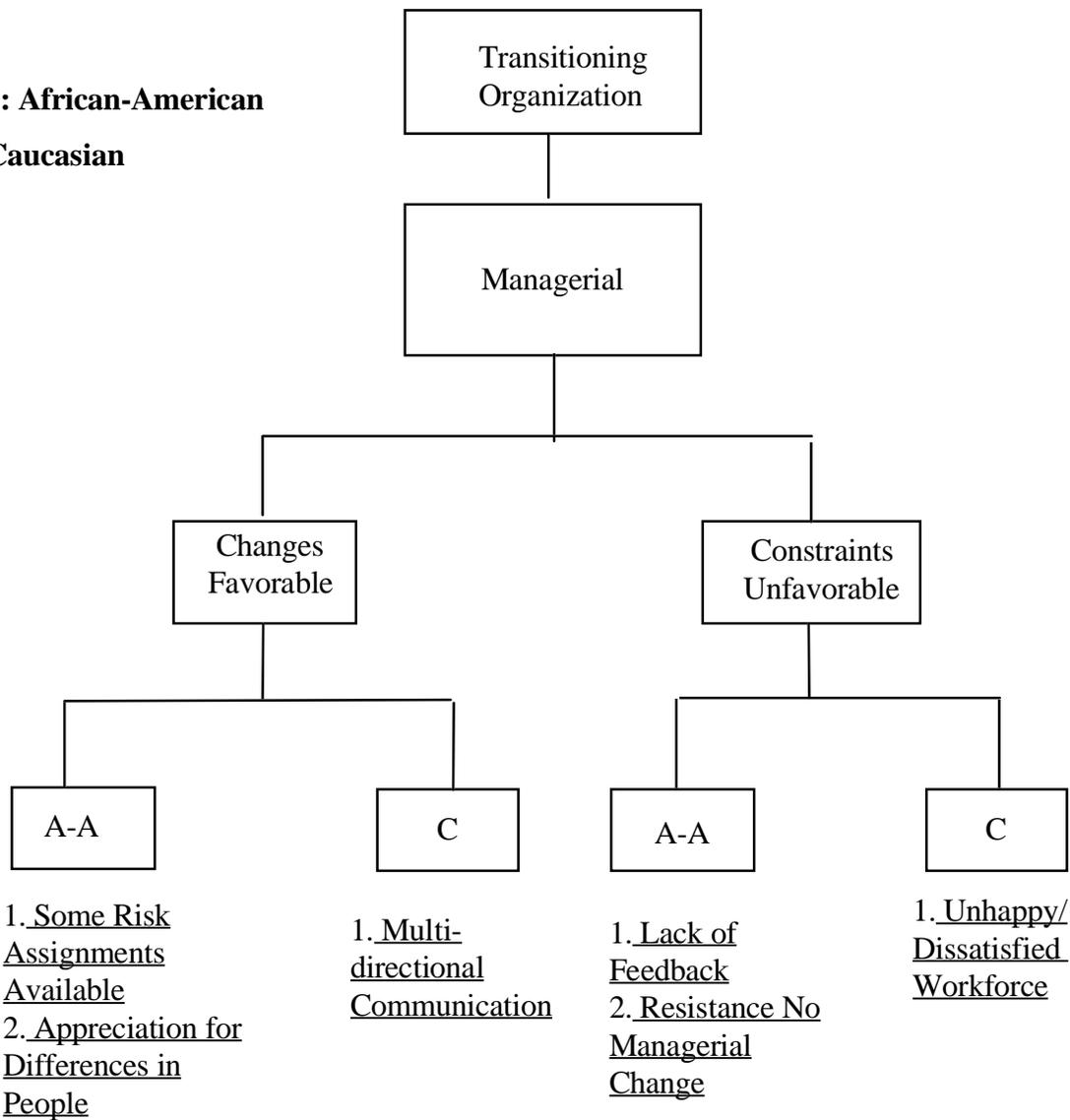


Figure 5. Comparison of Views on Managerial Changes and Contraints

In answering the three research questions, the researcher refers the reader to the Case-ordered Effects Matrix chart. This chart describes how the participants answered the research questions. The results showed an overwhelmingly favorable outcome for the initial question, Did the diversity training meet its stated objectives? (as an effects innovation). In contrast, an overwhelmingly unfavorable response occurred in question two, What kinds of behavioral changes occurred? (effects on the individual). And finally, the question, To what extent was the training an effective intervention? (effects on the organization), resulted in over half thinking it had unfavorable results in changing the organization, two people thinking the training had favorable results and a third person was neutral in opinion.

During the analysis of the themes, the reader may become aware that the researcher repeats exact transcripts found in Chapter IV. This repetition was done to illustrate, add credibility and validity to what was discussed. An in-depth analysis of all subject's experiences will shed light on common themes shared by all of the African Americans in this study. The model that is depicted will reveal the learning that took place in the diversity training as experienced by Caucasian and African Americans in the study. A cross case analysis of findings is discussed in this section, which will support the model. The words of the subjects will be stated to support the themes and patterns.

Category I (Changes) Structural/Organizational (Favorable)

Change in most organizations is constant. Since the researcher began working in this environment, the number of changes has been immense. The diversity training revealed favorable changes within the structure or organization. Major interpersonal change was experienced by African Americans in the study and minor interpersonal change was depicted in the managers. These sets of changes were either perceived by participants as favorable, unfavorable or neutral. As the various themes emerged the researcher attempted to capture them on a Themes and Patterns model. Attached on other charts, the reader will find a dichotomy of themes that were unique to African Americans and Caucasians in the study.

Most of the African American participants in the study found two recurring sub-themes, that revealed favorable structural/organizational changes. The first structural change was that of placing minority representatives on promotional panels. Until this idea was recommended in the training, no one had thought of having this type of participation on the panels. The function of

these representatives was twofold: 1. to monitor the promotional panel to be sure the current performance of an individual was evaluated as fairly as possible and 2. to ensure no derogatory statements were made concerning those who were being considered for advancement. One manifestation of a structural organizational favorable change was found in sub-theme 1, with the mention of minority representatives on panels.

Sub-theme 1. Minority Representatives on Panels

Subject 1 supports the first theme above when he states,

Several good to excellent changes have been made to the workplace as a result of the training. Just to name one, minority representatives on promotional panels.

Subject 2 states during her interview that she is a minority representative on her secretarial panel. She reveals, this development is a positive organizational change that was suggested and implemented after the diversity training. In becoming a voting member, Subject 2 felt somewhat empowered to sit with GS-13 – GS-15's on Career Service Panels. She was included at meetings to make decisions regarding who was to receive a promotion or move into management ranks. She did observe other managers speaking in behalf of other minority secretaries. She said, "It was good to hear the senior managers advocating more responsibilities to deserving secretaries, which could result in them improving in grade and upward mobility."

Subject 4 says,

I think the most profound change for me is that minority representatives are now on promotional panels. I am glad that someone is there to represent people like me for a change.

Subject 8 states,

I feel the training was very favorable for this organization. We did implement some things to help minorities, like minority representatives on panels.

Sub-theme 2. Diversity in Mission Statement (Favorable)

The mission statement for the organization is an important guideline that allows employees to gain insight into the direction strategic managers would like to see in the future. Many who are employed are loyal to the organization and take great pride in their work. The second favorable sub-theme was: diversity in the Mission Statement.

Subject 1 feels, during his interview, that a plan exist within the mission statement to accommodate diverse people. The strategy that is stated is that the organization pledges to foster an environment of help and growth for all people. An environment that would allow all people to strive to reach their fullest potential.

Subject 2 reveals that “this organization is known for its mission, it is known for its products and working in support just helps you realize that you are here to fulfill your obligations to the analyst, to provide your best support in helping them produce their best.” Subject 2 works long hours and does not request compensation. She thinks she has always been loyal to the organization

Subject 4 says he has enjoyed working here, for the number of years he has been employed. The work atmosphere is pleasant most of the time, and even though it is hectic sometimes, he has been able to cope with this environment.

Category 2. Self-imposed/Interpersonal (Favorable)

As defined by the researcher, “Self imposed themes” are those that the individual African American or Caucasian found improved their personal self-awareness and benefited them toward a feeling of enlightenment concerning others.

Sub-themes that favorably emerged here were:

Sub-theme 1. Increased Sense of Worth (Favorable). An example of this sub-theme is shared by Subject 1 in this direct quote, when he states,

Work assignments have increased, thus giving one the idea that management believes one competent, with the confidence that people have mastered their jobs. This has reduced some anxiety between the races because work assignments and projects have successfully been completed by minorities as

well as non-minorities.

Subject 1 feels, “supported, encouraged and backed by management,” as far as his own competency and confidence is concerned in doing his work assignments.

Subject 2’s recollection also supports the sub-theme, increased sense of worth, as she remembers, that after receiving a cash award and for improving the procedures for mailing packages, she felt an “increase in self worth as a member on a team.” She continues with the statement that, “ this was a minority team and they were super efficient at doing this .” The team was so proud that they had done such a great job and their confidence had reached an all time high. (Providing risk assignments is encouraged in the diversity training and this was just one example of how the team’s confidence and self-worth was increased.)

Subject 5 relates that personally, he thought the training had a bigger impact on him than on his former supervisor. He says, “my positions basically have improved and they get better because I am constantly moving into more responsible positions.”

Subject 8 relates, “to advance to this level says something about this organization. This has allowed me a greater sense of worth and has allowed me insight into the political structure of the organization.”

Later she says, “I realize white women have managed to break the glass ceiling in many instances. I am a prime example.”

Finally, she says, “the training provided insight into things I had only heard or read about. To provide good leadership, I was one of the first to attend. To hear the plight of some people, really made me aware of how people like me live privileged lives. I was aware of some things that others faced daily, but attending really made me realize what reality is like for others unlike me everyday.”

Sub-theme 2 Improved Work/Race Relations (Favorable)

The training encouraged people to work together in teams and it described how some diverse teams provide or discover better or improved solutions to issues. [Referenced in the review of the literature, Cox & Blake, 1991 and Nemeth, 1986, support this theory. Diverse teams are

sometimes valued for their 'out of the box thinking.' They sometimes are perceived as having an abundance of ideas because of their diverse backgrounds and are valued because they share a variety of perspectives and talents.]

Subject 1 addresses this theme when he reveals, "the first year and a half of the diversity forums proved beneficial in getting some race issues addressed and resolved."

Later he states, "there has been an increase in collaboration, a reduction in isolation of work units and an increase in conversations that explore issues of diversity."

Subject 3 reveals, "these changes have had a major impact on my work life. I am heavily involved in diversity issues as they relate to workplace relationships and building partnerships in the workplace. Some individuals are more willing to address issues and diversity training has raised awareness of many issues"

Subject 8 says, "I have always been an advocate of diversity. Later she says, "I am hoping that people will become more sensitive to others and look more at the human side of how they affect people by what they write on PARs."

Subject 8 also says, "I realize our workforce is changing, but truly we do not reflect society, as the training suggests: we do not have non-traditional employees dispersed properly throughout the organization. Change is slow and it has been extremely slow for them here. We will try to do better....I know we made an attempt to improve the work environment, just by the mere amount of money we invested in the training program and the amount of time."

Subject 5 said she enjoyed the training and it met its stated objectives in her opinion. She learned many things that she had never heard before, especially from the minority participants. "I think, perhaps, more of what was revealed in the training should have been used back in the workplace, but we are trying."

Category 3 Managerial (Favorable)

As seen by the African American minority participants, this section will reveal how Caucasian managers implemented a few of the suggestions of the training. To gain a better understanding, developmental models are found in Appendixes D, E and J.

Sub-theme 1 Some Risk Assignments Available (Favorable)

The first sub-theme under risk assignments reveals the philosophy of the skill-based diversity training program. An attempt to explain this philosophy will be interjected by the researcher here. By providing non-traditional employees risk tasks, their confidence can be built after successful completion of a risk assignment. The incremental successes build the confidence and the ability to take on more responsibility so that the non-traditional employee is allowed to strive to reach his/her fullest potential. That employee is able to reap the rewards of his/her supervisor having confidence in him/her as a competent employee and this endorsement as a competent employee should allow him/her to equitably progress up through the ranks of the organization. These non-traditional employees are allowed access to decision making positions and the salaries that accompany those positions.

Subject 1 mentioned that he was allowed a risk assignment, as recommended in the skill building portion of the training, so he surmised that management, superficially wanted to be looked at as doing something, but not really. Subject 1 received a \$2,000.00 check for his efforts as the first diversity program forum director.

Subject 2 felt she could have benefited from the developmental recommendations for risk assignments but found no commitment on his (the managers) part , to have her attempt an assignment of this type.

Subject 3 says, "I have tried on several occasions to bring new ideas forward in the diversity area. [She continues as she implies, that stating these new ideas is a risk on her part and she has met with continued resistance].

Subject 8 says,

We have not implemented too many risk assignments for non-traditional employees, as the training suggested and I realize we have not offered too many high visibility challenges in the various work units. Old habits are hard to break. I do, however, feel white women are making progress in this

arena.

Sub-theme 2 Appreciation for Differences in People (Favorable)

Subject 1 feels that, “ diversity has spawned an increased appreciation for differences in people. The skill-based training program encouraged a process of development which could lead to answers about diversity in the workplace.”

Subject 2 says that, after the training, her manager attempted to ask personal questions about where the staff was from, their backgrounds, even if they felt they were brought up differently from others like them. The manager seemed to try to understand people more -- to stop stereotyping groups, to attempt to see people from this vicinity as different, perhaps even in a positive light.

Subject 8 says,

I realize that the training stressed that we cannot dictate the potential of anyone. And I realize that before, that is just what we were attempting to do. I realize that this placed undue stress on many of our employees and we are working to improve our evaluation systems. I feel more enlightened about people as a result of some suggestions stated during the classes. Admittedly, we still have a long way to go, especially in making things here more equitable for all of our employees.

Category 4 (Constraints) Structural/Organizational (Unfavorable)

Unfavorable constraints on the African American chart were numerous. Structurally and organizationally, self-imposed and managerially, minority participants in this study experienced many more constraints. These constraints were perceived as barriers to advancement in the organization.

Some of these were so similar to each other that the researcher grouped them into joint sub-themes. Under concept (Constraints) 1-structural/organizational (unfavorable), as perceived by minorities we have:

Sub-theme 1 Glass Ceiling, (No Headroom), Unfair Promotions- (Unfavorable)

Subject one feels abandoned. In this unfavorable sub-theme, he reveals, because he has been told there is no headroom to advance, he worries that despite what he does, the glass ceiling, for

him in his reality, is alive and well. Others, unlike him, with no headroom have been promoted and he wonders why.

Since Subject 2 had no headroom, she was told to wait in grade another year. Subject 2 was skeptical about the points being available because she already knew how the glass ceiling keeps minorities from management and from reaching their fullest potential.

Subject 3 comments, “minorities were rarely considered for high level decision making assignments. This has contributed to relatively low numbers of minorities holding high level positions across America.”

Subject 5 says, “In my work unit, technical and operations officers come first in the promotion area. I do not think this method of promotion is fair and I have expressed an objection to this.”

Sub-theme 2 Lack of Opportunity or Lack of Equity (Unfavorable)

Subject 2 describes this situation when she reveals, “sometimes managers like to talk negatively about how someone performed for them two or three years ago and this may persuade the panel to vote against the person as far as upward mobility is concerned.” The job of the minority representative is to be sure the recent performance of the employee is kept in focus and not how one performed previously in earlier years of their career.

Later, she says, she felt that the training met all of its stated objectives because it revealed how the organization has a pecking order – to keep most minorities from reaching their fullest potential. The training explained how people in power refuse to share that power. Diversity training revealed how people are limited when managers do not believe in their abilities and capabilities. The training also showed managers how they fail to develop people and how the organization suffers from one dimensional thinking, as a result.

Subject 3 states that, “for years stretch assignments were reserved for white males. Minorities were rarely considered for high level decision making assignments. Minorities are still lagging behind white males and females for assignments that offer high visibility.”

Subject 3 also voices concern about the push to place white females and males into supervisory level positions. She believes this push is an attempt to prepare for Workforce 2000, where minorities will be more prevalent. This potential reversal of the current situation has caused many white managers to panic and push their own into higher level positions because of their unwillingness to give minorities a chance.

Subject 5 says, “our awards program has to be fixed. I don’t think the policy of awards is done consistently across groups.”

Subject 6 feels that he returned from the training with more sensitivity and a recognition that some terms are offensive to others. He thinks that, due to the training, he ponders more about the impact of personnel decisions on all employees. At the end of ranking employees on the promotion list, he often ask if the panel has been fair and if the promotion list is representative of the workforce.

Subject 8 says that, “non-traditional employees, however, continue to have problems moving up in the organization. I just cannot stress that we need to really do something about this. I realize our workforce is changing but truly, we do not reflect society, as the training suggest, we do not have non-traditional employees dispersed properly throughout the organization. Change is slow and it has been extremely slow for them [minorities] here.”

Sub-theme 3 Training Not Implemented (Unfavorable)

A major sub-theme and complaint of participants was that the training was not implemented. This means that there could be no substantial follow-through as to whether the training was valuable for the amount of money that was invested. A few recommendations mentioned earlier, i.e., risk assignments, minority representatives on panels, awareness of problems, were implemented, but overall, it was a realization to many that the training was not implemented enough to really make a difference in the workplace.

Subject 1 indicates that the mission statement encourages an environment of help and growth for all people. “A plan to do this exists, but hasn’t been implemented for follow-through. The

diversity training gave methods to implement such a plan, but management has yet to even look at it.”

Subject 2 recalls, a managerial responsibility model was not being employed. No one was being handed risk assignments to prove their ability. Incremental success assignments were not being encouraged as they had been taught in the model. No one was attempting to help minorities become empowered in her work unit.

Subject 3 states, “I thought the training was excellent. It met its objectives for the time we spent in the classroom. I do not believe the transference of learning took place. Once individuals left the classroom, I am afraid so did the message from the training. It was business as usual once individuals returned to their offices.”

Subject 4’s opinion, “we have some good senior managers, but they are far removed from where I sit. I cannot afford to hope they will implement the training as the training encourages. The organization returned to work as usual after the four days. I haven’t seen many risk assignments offered, high visibility opportunities or upward mobility goals, attempted. Morale is low and people are leaving in record numbers.”

Subject 6 says, “I do think that more should be done to ensure that people, in general, use the knowledge gained in the diversity training course. I have observed that some employees feel that this is just another course and they don’t have to actually put the new found learning into practice upon their return to their office.”

Subject 8 recounts, “we did implement some things to help minorities, like minority representatives on panels. However, I realize we should have implemented more of the training, like using the risk assignments model and looking at behavioral styles of managers to improve work conditions. We still need to do more.”

Sub-theme 4 (Resistance) Workplace Not Ready for Change (Unfavorable)

Subject 2 said she felt the training was not beneficial because there was no accountability for managers. She said she saw no behavioral changes, as recommended in the program, because no one is holding managers responsible for their actions.

Subject 3 thought managers may have wanted to make changes, but the workplace was not ready for them in the changed state. Managers were not ready to embrace the changes of diversity and were either uncomfortable trying new ways of doing business or felt the risk was far greater than the return.

Subject 4 believes the training was just what the organization needed but the team leads and upper management are not ready to treat people fairly. The training was needed but this environment is not receptive to change. They [the managers] resist it and cling to the status quo. "Change here will be a long time coming and not before my career is over," he says.

Subject 6 says, "the reality is that managers are human beings and sometimes select based on the factors of affinity or what is comfortable. Change takes time, it is a long process."

Subject 8 states, "We implemented some things that the training taught, but behaviors of people do not change overnight."

Category 5 (Constraints) Self-imposed/Interpersonal (Unfavorable)

Sub-theme 1 Abandoned Lack of Support (Unfavorable)

Often in the workplace, minorities lack mentors or available personnel who can share with them the unwritten rules of the organization. Many express feelings of being alone and management not being comfortable with them as human beings. Many feel they suffer from a lack of support in the work environment. African Americans in this study express similar feelings. These feelings were discussed in the diversity training as Caucasians discovered the Caucasian road to success in the organization can be much easier than the road African Americans have to travel.

Subject 1 says, "he literally feels abandoned at this point." He feels less supported by management and feels that everyone is out for "themselves" and he finds that this has begun to

affect his self-esteem. He finds these feelings can be somewhat depressing, frustrating, when he feels passed over for promotion, and he guards against this affecting his personal confidence in his abilities.

Subject 2 contends, she has worked long enough to realize she contributes to the office, even if no one says it to her. In the beginning, she felt invisible, like a machine, churning out work. She feels her manager is not sensitive to how he treats employees.

Subject 3 says, “my manger is distant, cold and aloof. I get little to no support from my manager. Many minorities report feelings of isolation from other workers in their units and they report feeling that there is no hesitation by their managers to cite when they have made a mistake. This contributes to the frustration by many minorities.”

Subject 8 says, I realize we do not have non-traditional employees dispersed properly throughout the organization. (Lack of minority mentors).

Sub-theme 2 Limited Potential to Advance (Unfavorable)

Subject 2 reveals, her manager was a “fence walker.” In other words if he liked you, then you were likely to move up, you would get a visible assignment, and if he didn’t like you, there was no such luck. He simply had, “low expectations of minorities.”

Subject 3 believes managers’ lack of understanding of diversity issues has interfered with their objective evaluation of employees. Many managers still hold on to stereotypes and preconceived expectations about minorities and women in the workplace. Evaluations are too focused on how well an individual is liked on the job verses how well they perform their jobs. “Political correctness” in the workplace stands in the way of getting quality work done. In her opinion, many quality employees are not promoted mainly because they are misunderstood or ignored by their supervisors. This treatment has psychological effects on other workers in a work unit who tend to perceive individuals the way their supervisors do or based on their GS grade level. Too much emphasis is placed on the person’s grade level. What this does is promote devaluation of some individuals in the work environment.

Subject 3 reveals that the promotion system is probably the most dysfunctional system in place. There seems to be double standards for promotion depending on who you are and what you look like. Promotion to the next grade level is normally available if a person has “headroom” in their current position. When headroom is available the person is promoted generally without an issue. This advancement does not occur for minorities, in her view. She has witnessed many minorities who have progressed to higher level positions to find themselves having to wait and wait for promotion to the GS-14 level. “There seems to be something magical,” she says, about promotion to the GS-13 and GS-14 for minorities.” These promotions are slow to come for minorities as evidenced by the relatively low numbers of minorities at those grade levels. In addition, the criteria used to promote minorities appear to be more stringent for them than for their white counterparts thereby making it harder for them to be promoted to the next grade level. For example, “I am in a GS-13 slot, have outstanding performance ratings and have been passed over for promotion three times. I have headroom but am not allowed to progress in my career.”

Subject 6 says, with regard to work assignments, “this is an area where visibility weighs heavy into the decision making process. The reality is that managers are human beings and sometimes select based on the factors of affinity or what is comfortable. I think this is an area that we need to continue to improve.”

Awards/Punishments -Subject 6 continues, “This is also an area where decisions have been made based on subjectivity versus objectivity. This subjectivity is particularly true when the decisions involve punishments. For example, some minority employees have been released because of “poor performance.” In a lot of cases, a strong sense of fairness is lacking in this area.”

Subject 7 recalls, “There are many factors to consider when evaluating subordinates such as the ability to integrate and communicate effectively with your peers and your supervisor and to work efficiently under pressure. PARs can be used to determine which employee will be allowed to advance quicker, although, it may be a little unfair when performance has a lower priority as a factor.

The administering of promotions, work assignments and awards are subjected to the feelings to those who have to help make the decision. Now that they don’t come as fast as you would

want them to, the competition is greater. A lot of times, the decision will depend on how much I know about the person and not necessarily what has been written.”

Finally, Subject 7 says, “ for punishments, it may be easier for a person like me to get a new assignment, if I have had problems, until the dust settles. For a black, a favorable resolution would be a little more difficult.

Category 6 Managerial Lack of Feedback (Unfavorable)

Subject 2 reveals, “well, they are supposed to tell you specifics on how you can improve your performance, he [the manager] never tells me how I can improve to move up.” She felt she had no real issues with him other than the fact that he was bad at giving feedback, so she felt she could not trust him. The feedback he did give her was perceived by her as dishonest and in need of communication clarity. “He feels minorities have no potential to move up,” she said.

Subject 3 says, “my manger is distant, cold and aloof. I get little to no support from my manager. The only feedback I get is negative feedback. I have tried to manage this but to no avail. This attitude existed before diversity training and continues after the training.”

Subject 4 explains, “ I would like to have a manager that values what I do and I have not exactly found that in this work unit. I am glad to know that upper management has to, at least, bring my name up during performance reviews; now I feel less ignored.”

On PARs, Subject 4 says, “sure, you can talk about your accomplishments, and those can be written in the narrative, but the numbering system is dishonest to me. It never seems to adequately reflect my narrative and this really makes me angry. It is just too subjective, and on promotions, I have never really understood the process.”

Sub-theme 2 Resistance No Managerial Change (Unfavorable)

Subject 2 said she felt the training was not beneficial because there was no accountability for managers. She said she saw no behavioral changes, as recommended in the program, because no one is holding managers responsible for their actions.

Subject 3 thought, managers may have wanted to make changes, but they were not ready to embrace the changes of diversity and were either uncomfortable trying new ways of doing business or felt the risk was far greater than the return.

Subject 5 reveals, “Many managers do not feel that they need to change. They are comfortable with their own management styles.”

Subject 7 says, “I did not like the fact that the training was mandatory. Many people resent being asked to go. People do not like being told what to do. It takes time for change to take place. One can not be expected to be one way today and a different person tomorrow.”

This next section will address the themes and patterns found in the Caucasian cross case analysis. When asked the same set of interview questions, one quickly realized the training revealed a much easier route to satisfaction and success in the organization for these individuals in this study.

Category I (Changes) Structural/Organizational (Favorable)

When the Caucasians in this study discuss change, it seems to be more focused on individual accomplishments and not where the group resides. Most of the Caucasians in the study found, two recurring sub-themes, that revealed favorable structural/organizational changes in their view. The first was that of having access to all levels in the organization. This factor was discussed in the training when we looked at the glass ceiling for African Americans in the organization and we looked at where Caucasians' and even the women are located within the organization. The majority employees are dispersed throughout various ranks and of course the white men have always been in the grades at higher levels. But what was interesting to cite was the fact that white women are almost evenly dispersed in management and supervisory decision making positions. There is quite a contrast within the Caucasian Pattern and Theme chart and that of the African Americans in this study. There are many more obstacles for the latter group and this was an important insight when class after class in diversity training saw and heard what is happening to some employees of color within the organization. The second favorable sub-theme was: Equitable Performance Appraisal Reports (PAR).

Sub-theme 1. Access to All Levels in the Organization (Favorable)

Subject 5 says, “all of my career moves, in my opinion, have been career enhancing. Since I only have a high school diploma, I have done well here. My positions basically get better because I am constantly moving into more responsible positions and higher grades.”

Subject 6 reveals, “I don’t think there is any question that my current position is better for me than previous positions. I have the opportunity to mentor, mold, and help shape the careers of other individuals. I think I take these responsibilities very seriously and find gratification in the success of my employees.”

Subject 7 says, “my positions have been rewarding and have gotten better over the years.”

Subject 8 says, “things for me are extremely better. I have a networking system that is fantastic. Now, I even have potential to come back as a contractor in the future. Since I have worked here, opportunities for me are unlimited. I have reached political realms I would never have thought possible. My salary is great, and this job has placed me in the position of even higher responsibility within the government some day. I have more and more political ties that can really benefit my career. This is an elite club and I am glad to be a part of it.”

In contrast, one can see quite a difference in the levels of success and satisfaction based on race of the individuals in this study.

Subject 4 says, “since I am not exactly a happy camper here, I feel I have not improved my status, but at least, I have a job. I am continuing to look for other offices to find improved working conditions and a better job. I would like to have a manager that values what I do and I have not exactly found that in this work unit.”

Subject 1 contends, “management will only allow you to go so far, as far as equity in the workplace is concerned, and diversity training or not, they control how far one can go.”

Subject 3 explains that,

“this manager responded negatively to my mere application for a higher level position and was verbally abusive when informed of my decision to apply for a position for which I was highly qualified. I received no support from my supervisor prior to the interview or when I reported that I was selected for the position. My supervisor indicated that I was somehow a traitor and jumping ship. I tried to explain that this was an opportunity for me to work in a higher position, higher than my present grade, but was disappointed to find that my supervisor was very upset with me. This was a few months ago, but I am still stressed out as a result of this.”

Sub-theme 2 Equitable Performance Appraisal Reports (PAR) (Favorable)

Subject 5 says, “I think PARs are fair because I was allowed to practically write my own. My supervisor asked me to write a brag sheet and that’s what went into my evaluation. Obviously, I was very pleased with this methodology so, I figured my PAR was done fairly.”

Subject 7 explains, “ there are many factors to consider when evaluating subordinates such as the ability to integrate and communicate effectively with your peers and your supervisor and to work efficiently under pressure. PARs can be used to determine which employee will be allowed to advance quicker; although it may be a little unfair when performance has a lower priority as a factor.”

Subject 6 comments, “Performance Appraisal Reports (PARs), are written by immediate supervisors with reviewing comments provided by the senior manager. In my work units, I have recently implemented a system where employees are provided feedback from previous evaluation periods and must initial, along with their supervisor, a feedback evaluation sheet. I think there is a strong sense of fairness since the PARs are then reviewed by a Career Board Panel and Career Service Board.”

Subject 4 says. “PARs are not done fairly, in my opinion. Sure, you can talk about your accomplishments, and those can be written in the narrative, but the numbering system is dishonest to me. It never seems to adequately reflect my narrative, and this really makes me angry.”

Subject 3 thinks, “PAR’s are very subjective. I believe managers’ lack of understanding of diversity issues has interfered with their objective evaluation of employees. Many managers still hold on to stereotypes and preconceived expectations about minorities and women in the workplace. Evaluations are too focused on how well an individual is liked on the job verses how well they perform their jobs.”

Category 2 Self-imposed/Interpersonal (Favorable)

Self-imposed themes are those that the individual Caucasian or African American found improved their personal self-awareness and benefited them toward a feeling of enlightenment concerning others.

Sub-themes that were favorably emerged here were:

Sub-theme 1 Decision Making Opportunities (Favorable)

Subject 6 reveals, “there are many factors that must be considered when making decisions on who gets promoted. Factors such as visibility, timing, opportunities, and perceptions are pertinent, much like experience, performance and skills.”

Subject 7 comments, “In my unit, we have an informal top down communication when management decisions are needed.”

Subject 8 says, “My work keeps me involved at the highest levels of decision making. I network with hundreds of clients and I am empowered to make decisions at the same levels as white males. As an executive level officer, I have input to decision making at executive levels.”

Subject 4 comments, “I never feel empowered to make my own decisions. I know how to do my job and I just do it.”

Subject 2 revealed, “The training revealed how people in power refuse to share that power. It revealed how people are limited when managers do not believe in their abilities and capabilities. It showed managers how they fail to develop people and how the organization suffers from one dimensional thinking, as a result. Culturally, it revealed the dual unwritten rules that exist and are imposed upon those who know them and those who think they will be treated fairly.”

Sub-theme 2 Empowerment Increased Autonomy (Favorable)

Subject 5 indicates, “I feel our office encourages creativity and empowerment. We are not micro-managed.”

Subject 6 submits, “In my business units, employees are encouraged to be self starters and to show innovation and initiative. My personal management style is to empower and trust the employees to complete their assignments. However, I do know managers in the office that tend to micro-manage which hinders the productivity of the employees.”

Subject 7 contends, “in my unit we meet regularly to discuss the status of our business, people are somewhat allowed to make their own decisions. We do discuss the changes that are needed, when they are needed, and how they will be implemented.

Subject 3 admits,

Autonomy depends on who you are and where you work in this organization. Some individuals enjoy full autonomy in the workplace, but this is not all positive. There are some managers who will allow certain workers total freedom so that they do not have to manage them. This occurs when managers are uncomfortable dealing with certain employees or if the manager is not knowledgeable of the work being performed in the unit. Other individuals are micro-managed to the point of exhaustion because their managers do not trust them or do not feel they possess the ability to perform without their intervention and close supervision. The perception that exists is that successful minority employees are an exception rather than the rule. Minorities that succeed are perceived to be those that assimilate into the dominant work style and behavior.

Sub-theme 3 Managerial Multi-directional Communication

Subject 6 submits, “In my business unit, it [communication] is multi-directional. We use e-mail, staff meetings, segment reviews, all-hands, and periodic updates from me, the chief. In addition to the formal communication methods, we find the informal process to be very beneficial for communicating horizontal and vertically. Sometimes, I have heard that the rank and file don’t

feel included, but this I find to be untrue. I haven't monitored to find out if these methods are used below my rank."

Subject 8 states, "We have all types of mechanisms in place for communication. I guess the most popular, besides staff meetings, is e-mail. However, this is a line management call. I know many groups do their own thing. I have the idea, however, that communication is more top down.

Subject 3 comments,

"the chain of command still exists far too much and this is a real barrier to good, solid communication. It is far too restrictive in that individuals are very careful about not sharing information outside of the chain of command. Diversity communication has become the total responsibility of a very few people. If these individuals, within a few small offices, do not report diversity issues, they are not reported. Personally, I would like to see office directors speak on diversity issues more freely, as is encouraged in the diversity training. They report on everything else, as if it were critical. The way diversity is communicated throughout an organization, is another indicator of where the workplace stands in regard to diversity. I have observed that the organizational chart here does not reflect the various diversity staffs that exist in the organization. In my view, this communicates to the entire workplace that diversity is not valued, yet a lot of money is put into diversity programs and training. I find this appalling."

Subject 4 says, "We sometimes have staff meetings, but I feel we should have meetings on improving the interpersonal management skills of some of the team leads."

Subject one submits, "There is open communication in staff meetings but that is only after managers have passed on the information they have to share from the top down. At the end of the staff meetings, the worker bees are allowed a few minutes to tell the status of projects, etc.

Category 4 (Constraints) Structural/Organizational (Unfavorable)

The researcher finds it interesting that only one theme emerged under this category for Caucasian participants. This theme relates to the diversity training confirming that the

organization has internal systemic problems. Upper management is aware of this, but they have not sufficiently addressed diversity issues. The only theme here is:

Sub-theme 1 (Constraints) Systemic Problems (Unfavorable)

Subject 8 says, “I realize that white women have managed to break the glass ceiling in many instances. I am a prime example. We have truly made great strides. We have reached management ranks very nicely and we are spread throughout the organization. Non-traditional employees, however, continue to have problems moving up within the organization. I just cannot stress that we need to do something about this. I realize our workplace is changing but truly, we do not reflect society, as the training suggest, we do not have non-traditional employees dispersed properly throughout the organization. Change is slow and it has been extremely slow for them here. We will try to do better.”

Subject 6 reveals, “Change takes time, it is a long process. I do think that more should be done to ensure that people, in general, use the knowledge gained in the diversity training courses. I have observed that some employees feel that this is just another course and that they don’t actually have to put the new found learning into practice upon the return to their office.”

Subject 5 comments, “Many managers do not feel that they need to change. They are comfortable with their own management styles.”

Subject 4 says, “We have some good senior managers, but they are far removed from where I sit. I cannot afford to hope they will implement the training as the training encourages. The organization returned to work as usual after the four days. “

Subject 3 reveals, “My manager appears to be a non-risk taker and does everything to maintain the status quo. She does not possess the knowledge nor expertise to manage diversity effectively, in my opinion.”

Subject 1 feels that if one expresses an original idea or an innovative idea, a white person has to introduce it for it to be effective.

Category 5 (Constraints) Self-imposed/Interpersonal (Unfavorable)

Only one sub-theme emerged under this category for the Caucasians in this study. Defined earlier, self-imposed themes are those that the individual Caucasian or African American found improved their personal self-awareness and benefited them toward a feeling of enlightenment concerning others.

The sub-theme was effective training intervention.

Sub-theme 1 (Constraints) Effective Training Intervention (Unfavorable)

Subject 7 says, “It takes time for change to take place. I thought the training was good, but one cannot be expected to be one way today and a different person tomorrow.” I would give this an unfavorable response, because it is difficult to change overnight.

Subject 5 says, “The training was not an effective intervention because I do not think it should have been mandatory for attendance. My response is unfavorable, as it did not result in a total organizational transformation.”

Subject 4 thought, “If it had been allowed to work, I think it could have been an effective intervention, but I am continuing to hope that I find employment in a more receptive to minority environment. Not a favorable response because management could have done more, in my opinion.”

Subject 2 gave this question an unfavorable response because she is not better off at a GS-08 level, than where she was several years ago. She thinks management is responsible for her dilemma. If they (the managers) were held accountable for implementing the training, then she feel she would be better off than where she is currently. She is just working until she can retire.

Category 6 (Constraints) Managerial (Unfavorable)

Only one final theme emerged under this category. Based upon the opinion that managerial behaviors did not change, the final sub-theme indicated that senior managers are aware that African Americans in this study are unhappy or dissatisfied in the work environment. Caucasians

indicate that they know this feeling and the diversity training helped to confirm the dissatisfaction. Opinions supporting this last theme are included in this section.

Sub-theme 1 (Constraints) Unhappy/Dissatisfied Workforce (Unfavorable)

Subject 7 says, “For punishments, it may be easier for a person like me to get a new assignment, if I have had problems, until the dust settles. For a black, a favorable resolution would be a little more difficult.”

Subject 6 contends, “Visibility weighs heavy into the decision-making process concerning work assignments. The reality is that managers are human beings and sometimes select based on the factors of affinity or what is comfortable. I think this is an area that we need to continue to improve.”

Subject 5 reveals, “ During the training I learned many things that I had never heard before, especially from the minority participants. I am not really too concerned with if they have been treated fairly, many will say they have not. I think the main argument is their perception that they have been passed over for promotions and they haven’t had opportunities to move up. But, those are perceptions, aren’t they?”

Subject 4 says, “My manager is the worst, most prejudiced employer I have ever had in the organization. He is difficult to talk to , especially when you indicate that you want to take outside training. Why, is all you get in return, you work in personnel. Many co-workers have complained about his insensitivity, but to no avail. He constantly puts people on the defensive by the things he says. He thinks he is a good team leader, but he is just another micro-manager. He constantly checks to see if you are at your desk working. Personally, I think he doesn’t have enough to do, and he seems like he doesn’t like his job.”

Subject 3 submits, “ I have tried, on several occasions to bring new ideas forward in the diversity arena but was told repeatedly, by management, that my ideas were not ‘politically correct’ or was presented with obstacles or barriers to making my ideas work. This has caused

me great frustration, because my job deals with a lot of diversity issues concerning the physically challenged and harassment in the workplace.”

Subject 2 said that, No one was attempting to help minorities become empowered in her work unit. No one was being handed risk assignments to prove their ability. Incremental success assignments were not being encouraged as they had been taught in the training models.

Subject 1 felt diversity training was the best thing that ever happened for minorities at this agency. He would have liked to see managers change behaviors and implement it all.

Summary

This chapter revealed in-depth concepts which emerged from analysis of the interview data. It addresses recurring themes that the researcher categorized under over arching themes “changes” and “constraints,” which were found under a concept of “ambivalence” in a “transitioning organization” due to a diversity training program.

A theme was considered significant if it was repeated more than once by participants in the study. Fourteen African American and eight Caucasian themes were defined and discussed relative to interview comments.

Analysis of the data proved interesting as African American obstacles to success were numerous, as discussed in the training and Caucasian data indicated a relatively unobstructed route to success in this organization.

The researcher also addressed the three research questions and answered them through in-depth analysis of the data. These findings will be presented in Chapter VI.

Chapter VI

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE STUDIES

INTRODUCTION

Diversity training is one mechanism used in organizations to enlighten employees to cultural beliefs, attitudes, management styles and systems, current technology, career advancement, changing demographics and customer base. This chapter presents a summary of a diversity training program and participant perceptions. This study includes the following areas: summary of the research design, discussion of research questions and findings, additional findings and recommendations, conclusions, and the researcher's comments about this study.

Summary of the Research Design

As noted in the literature, previous research focused on diversity efforts throughout several years and how some organizations have been attempting to transform and improve the workforce environment to help employees reach their fullest potential. This research looks backward at early training efforts and the attempts by organizations to transform cultures and workplaces to ameliorate the environment.

Conceptual Framework

Taylor Cox's (1991) modified Societal-Integration model, originally designed by Milton Gordon (1964), contributed insights on stages that help transform organizations. However, the researcher's own framework has emerged as the research evolved. Each of Cox's model elements could provide a foundation of the stages that minutely transformed the organization. But the

researcher's framework could encompass all that the Cox model reflects in-depth and expands that model. (See Appendix K)

The expanded researcher's model is used to determine if unfair work practices and barriers continue to prevent minority success, to determine positive employee development, to measure attitudes and behaviors of managers and subordinates and to determine if a complete cultural and organizational transformation took place. As a guide during the interview process, Cox's model was useful in identifying the experiences and influences or stages individuals in organizations pass through to complete a cultural or organizational transformation.

Purpose of the Study

The intent of this study was to evaluate a diversity training program to discover if objectives were met, to find if behaviors of managers changed as a result of attending the training and to determine if it was an effective training intervention. The study does not assume that the managers' behaviors had indeed changed, but the study was designed to uncover the results of a process if it did, in fact, occur.

Research questions

The following research questions addressed the purpose of this study.

Question one: Did the diversity training meet its stated objectives?

Question two: What type of behavioral changes occurred in management styles among Caucasian male and female managers as perceived by African Americans working for them before and after the training?

Question three: Was the training an effective intervention in the organization?

Design of the Study

The research design was descriptive and qualitative using a set of interview questions developed by the researcher. Open-ended interviews examined the diversity training experiences of minority non-managers and Caucasian managers at a government facility.

The subjects included four African Americans,-- two males and two females, --four Caucasian managers,-- two males and two females. Specifically, this study seeks to determine if they felt the diversity objectives used in the training program had been met, whether perceptions of behaviors had changed and if they felt it was an effective training intervention.

Sample Selection Process

Participants were recruited through informal requests. The researcher identified an initial group of 15 people, from which 8 were selected. Two pilot interviews clarified research questions. A total of 10 people were selected. However, pilot interview data is not included. These participants all work in the same facility in the federal government. Employees had worked for the same manager before and after the diversity training. Using numerical subject identifiers instead of actual names helped maintain participant confidentiality and anonymity.

Data Collection and Analysis

The researcher obtained the data through in-depth personal interviews and coded it. Each participant provided short background data during the initial interviews. This demographic information included each participant's age, gender, number of years employed at the facility, job title, race, rank within the organization. In-depth interviews were the primary data source for this study, and the range of time was two to six hours.

The researcher audio-taped each interview, after the initial pilot interviews. The researcher had to invite participants to my home or out to the local library branch (study room), because tape recorders are not allowed in the workplace. The researcher transcribed and converted each interview on computer. The interviews were informal and conducted away from the work site. My pre-selected interview topics served as a guide in discovering the contexts, processes and interpretations of the participants. Depending on the respondent, the interviews revealed volumes of data. Participant openness and honesty was apparent, due, possibly, to an eagerness to participate and discuss the topic of diversity.

After taping the interview, the researcher listened to them attentively, taking mental notes. The researcher then transcribed information on the computer immediately after speaking to the person. The researcher also included personal observations recorded at the time of the interview. In other words, if emotions entered the interview process, at any time, the researcher noted them. On occasion, the researcher used the telephone or personally went to see the person to: (a) clarify anything the researcher may have misunderstood, (b) do member checking after documents were transcribed and seen by participants, or (c) correct inconsistencies. The content of the interviews featured early work experiences, current work environments, reaction to the diversity training, perceptions of managers before and after the course, and information on if the training caused organizational change. The triangulation methods the researcher employed in collecting the data provided insight into participant's personal work environments, reaction to the training and work relationships with supervisors.

Coding and Creating Categories

The purpose of qualitative data analysis was to identify, code, and interpret the data. The researcher repeatedly read the transcripts to derive codes from the data. The coding process began using the codes selected from the first in-depth interview as a guide for subsequent interviews. The researcher developed categories that were applicable to each individual and the research questions. Next the researcher refined the categories into appropriate coded constructs which emerged from the interviews to further reduce the data.

Data Analysis

After each interview, the researcher examined the data under the initial categories that emerged. The researcher's first level of analysis focused on a number of recurring themes that contributed to two major overall categories, "changes" and "constraints" in the work environment. These categories were revealed and discussed at length during the training. One major overall theme was that of the ambiguity found within the transitioning organization. The researcher categorized the number of sub-themes under the core concepts most related to their meanings. The categorized major themes "changes" and "constraints" had three minor sub-

themes. They were structural or organizational, self-imposed or interpersonal and managerial. Finally, the related sub-themes included: favorable, unfavorable or neutral responses from participants. These sub-theme responses manifested themselves throughout the interview process. The themes, assembled together, represent what participants' perceived in the diversity training program. They represent the lessons learned after having attended the training. The interviews yielded an enormous amount of data which the researcher sorted to present in descriptive narrative case studies. After extracting verbatim transcripts from the data, the researcher wrote each narrative response so the reader could hear the voices of diversity training participants. Results of the study revealed major themes and concepts unique to the two races included in the research.

During the analytical process and composition, the researcher often sought the opinions of peers and professors familiar with qualitative studies for debriefing. The information gleaned from these discussions proved useful and aided the researcher in remaining focused on relevant interpretations of the data.

Once the categories and themes emerged during the data analysis, the researcher isolated personal themes from group themes. The researcher defined a theme as a recurring statement found in the interview data. The process aided the researcher in building individual cases while at the same time providing a context that revealed revelations and discoveries that took place during the training sessions. The researcher identified a primary concept – that of a transitioning organization being pulled to and fro during a period of constant ambivalence and indecision. The tug was between “changes” and “constraints” occurring simultaneously during the two years following the intervention. Emerging during the training discussions was a triple theme related to structural or organizational changes or constraints, those felt personally by the individual as themes of self-imposed or interpersonal enlightenment. Finally, themes and patterns emerged relating to behaviors of managers as either constraints or changes.

All of these themes and patterns interpreted as either favorable, unfavorable or neutral to participants in this study. As mentioned earlier, these responses manifested themselves throughout the process.

DISCUSSION OF THE RESEARCH QUESTIONS

Question One: Did the training meet its stated objectives?

Based upon the interpretation of participant feedback, all of the participants, except one, responded favorably to this question. The Case-Ordered Effects Matrix indicates the opinions of individuals on this question. (See Appendix I). Participants looked at the stated objectives, found in Appendixes G and H for the awareness and skill-building, and seven of eight participants agreed during their interviews that the objectives were met during the training program.

During the awareness portion, participants agreed that the training went in-depth into discussing how and why the increasingly diverse world is causing organizations to change. Helping people understand the individual backgrounds, profiles and family histories of adult participants aided many in understanding different cultures in the work environment.

Past experiences of people are discussed and how these complexities sometimes interfere with how one is perceived or how one succeeds in the organization. These factors can hinder or help an individual, depending on who they are and their world view.

Valued sharing of participants' opinions, attitudes, insights, personal experiences, and backgrounds, etc., proved enlightening to everyone. Some discussions delved into the psychological effects of being perceived as different.

Another participant discussed how the training revealed a pecking order in the organization -- in place, she felt, to keep most minorities from reaching their fullest potential. In fact, this observation was an overall consensus of the minorities in this study.

Findings overall indicated that the training met objectives, but many participants surmised that the transference of learning and the application did not occur. Most African American workers did not think their managers had implemented the diversity training. The overall consensus that the training was not being implemented seemed to the researcher to be disappointing to the trainers, as they would ask participants periodically, if managers had been actively employing the suggested tools.

The researcher's opinion is that African Americans were disappointed that the training was not being used, and the amount of resistance on the part of some managers seemed appalling.

Question 2 What kinds of behavioral changes occurred in Caucasian managers after they attended a diversity training program?

All of the participants noted that there was no significant change in the behaviors of their managers. Some managers did seem to be more sensitized to how they talk to employees, but overall, as indicated in the Case-Ordered Effects Matrix, no real change in behaviors of male or female Caucasian managers occurred.

The researcher's opinion was that the female manager at the office level seemed to verbalize that the organization should be more fair concerning treatment of minority employees. She seemed to repeat several times that the organization needs to address the plight of people of color. She seemed to openly discuss the unfairness and inequitable environment. She vocalized that she could honestly say the organization did make a few changes as a result of some suggestions stated during the classes. African American employees felt that the organization needed substantial improvements to make the workplace more equitable for all of our employees.

Some managers resented being required to attend the training. They were unreceptive to any change in their management styles. They were comfortable with their techniques, and the training was not going to make them change. Some managers thought they were fair and equitable to their employees and they felt they have employed some very fair procedures when they provide feedback to workers. A prime example of this feeling was when one manager said he had recently implemented a system where employees are provided feedback from previous evaluation periods and must initial, along with their supervisor, a feedback evaluation sheet. He felt he had improved the Performance Appraisal system by employing his feedback sheet.

The researcher thought that managers' decision to place minority representatives on promotion panels was important. The panel's purpose is to monitor the promotion system and keep the panel focused on current performance of the minority being discussed and not past performance. These panels created the appearance of "leveling the playing field."

Minority participants thought this decision was wise, and they seemed pleased that the suggestion emerged during the training classes. Another significant change was the elimination of the category rankings. Although this change was not mentioned as often as the previous idea, these rankings were believed to limit the potential of people of color. Rankings one through four could dictate who would be promoted first, and this judgment was subjective. Several of the minority

participants thought that to no longer be ranked based upon who knew or liked you best was a great improvement.

One Caucasian manager recounted that he was able to write his own PAR and mentioned that he felt it was done fairly. The researcher thought it was significant that people of color, to her knowledge, are not allowed to write their own performance appraisals. As an African American female employee in the organization, the researcher never had that opportunity. Dual standards within the organization and unwritten rules definitely exist.

Question 3 To what extent was the training an effective organizational intervention?

Five of the eight participants thought the training was an ineffective intervention because it was not implemented, tracked, or allowed to work. Two thought the training was an effective intervention, one because he felt it at least got people to the table to talk, and the other because she felt the intervention was an attempt to improve the work environment. She felt optimistic that the organization was making progress to truly allow all employees to reach their fullest potential. One respondent thought the answer was neutral. The answers demonstrated the ambivalence many felt about what was employed from the training and what was never employed. The tools were presented to the managers, and maybe this approach has implications for the way the training is presented. Was the manager's lack of implementation a direct challenge to the way the training was taught or who was doing the training? Two of the three trainers were African Americans. Since managers did not change behaviors, was this lack of change a function of the training or the way or method in which we were trying to change them? Since the majority of the trainers were African Americans, maybe the managers did not feel they had to listen to them. Perhaps the managers did not perceive the African American consultants as credible sources.

At this point, the researcher looked at the question of competency and equity. In this study, none of the minority participants had been recently promoted and all participant's had been in grade for a number of years. So the researcher had to revisit the question: were these employees perceived as competent? Had they performed well enough to obtain headroom and move to a more responsible level within the organization? Certainly, most of the African Americans in this study were perceived, according to their supervisors, as competent. But the researcher has to ask how does it make these African Americans feel when they receive good to outstanding performance appraisals, see others promoted, and continue to remain in grade and passed over for

promotion? Do they feel successful in the organization? Is this lack of advancement because of who they are or their attitudes in the workplace. Do they feel they have control over the influences that have devalued them as individuals? How does this impact their self esteem? What is the reason for this treatment from those in power within the organization? One of the main complaints minorities in this study discussed was the lack of feedback to know how they could improve their performance? But these were not poor performers, two were perceived as outstanding employees.

This alludes to the question of attributional bias. According to Wiswell & Lawrence (1994), attributional bias is the tendency to assign particular causal relationships to events. Research shows that people tend to exhibit predictable biases in the way they interpret ambiguous information.

A manager attempting to understand the cause of a subordinate's poor performance may judge the employee to be inept or have a character flaw that affects performance. Whether or not the judgment is correct, the manager would be less likely to attempt an intervention to improve the employee's performance because of the assumption that the behavior is not alterable. If the attribution is incorrect, the manager would be missing an opportunity to improve performance. Therefore, a bias toward attributing poor performance to internal factors can be viewed as a dysfunctional management characteristic (p.42).

The *fundamental attribution error* (Heider, 1958) proposes that individual or dispositional factors tend to be overestimated as causes of events, compared to situational factors. This is modified somewhat by self-serving bias, in which people tend to attribute their own problem behavior to situational-external constraints beyond their control, while successful behavior is more likely to be attributed to internal-dispositional factors (Ross & Fletcher, 1985) In other words, a person experiencing a personal failure is likely to feel that situational or chance factors were at play, while success is likely to be attributed to his or her effort and capability. On the other hand, observers of the behavior of others will tend to make just the opposite attributions (Jones & Nisbett, 1987).

The above scenario explains why specific feedback is so important to employees and an important part of the managerial role. Employees need to hear constructive feedback about their

performance and behavior in an environment of trust. This specific feedback can be critical when managers are expected to make judgments based on incomplete information. The cause of certain behaviors may not be identified and because of a lack of information many employees, especially minority employees may be misjudged and misunderstood. In any event, according to (Feldman, 1981 & Hewstone, 1990), “managerial attributions can be inappropriate and dysfunctional when they are linked to unconscious stereotyping of employees or groups of employees” (p. 41). This type of stereotyping can make it very difficult for minority employees to advance in the workplace.

The researcher did not intend to prove or disprove behavioral change or organizational transformation. The purpose was to reveal significant learning that took place in the training sessions. The findings in this study, in the researcher’s opinion, address the revelations that emerged. For example, participants came to the realization that although some people of color remain unhappy in the organization, change or total transformation is going to take a lot of time. Change is a constant process and most employees are just making the best of their work environments. The researcher believes that, until we change the hearts of people in power, we will not make much progress toward organizational, systemic or total transformation. Change must originate with the individual, and each person must want to improve to ultimately improve the work environment.

ADDITIONAL FINDINGS & RECOMMENDATIONS FOR FUTURE STUDIES

A major finding in this study was the number of unanswered questions it revealed.

I think a significant finding was in the fact that the organization in this study did a cultural audit after three fourths of the population had been trained. To really assess a diversity training program the researcher submits that a cultural needs assessment should be completed prior to the design of the training program. This audit can better aid organizations in determining how to design the training and where the focus issues have been in the past. Perhaps this kind of audit would help address problems earlier in the process of organizational change.

Implications for Research

Several questions could be addressed in the future if one is attempting to evaluate a diversity training program. Examples of questions could be: (1) Do you feel that you, as an employee, fit in with your work unit? Why or why not? (2) What obstacles have you confronted in attempting

to fit into this organization? (3) Do you believe that your ideas and opinions are listened to, respected, and valued to the same extent as your co-workers? If not, how would you account for the difference? (4) In your opinion, does your manager adjust how he/she responds to each individual employee? (5) Are work assignments made on the basis of who can do the best job?

The researcher feels one must be able to measure the impact of the diversity training in order to effectively know if change took place. If specific objectives have been established for a course, then a way to meet or measure or assess them is necessary. As indicated in the review of the literature, often the only measurement of diversity training impact or effectiveness that takes place is participant evaluation at the end of a program. Unfortunately, this method only measures participant reaction to the training, and not its effectiveness as an innovative program. While measures should be associated with training objectives, the researcher suggests that other measures of diversity training might be: (1) assessment of where minorities and people of color are located within the organization and the purposeful development of these employees to make the workplace more equitable and to rid it of obstacles; (2) employees' perceptions of the extent to which they are empowered to make decisions at significant levels of the organization; (3) management accountability assessments, where more than one person of color evaluates the performance of his/her manager and relates these evaluations to merit pay, and (4) employee's sense of belonging within the organization and the manager's valuing of the employees' contributions.

Changing attitudes and behaviors of those in power in organizations can be an awesome task. Defining desirable behaviors is just one aspect of the problem. Changing the hearts of people to really focus on what they do can be a second aspect, but one just as important. If we are to truly reflect the diversity seen in society, we have an unusual challenge ahead. It is time we truly addressed workforce inequity.

Educators and Human Resource Practitioners

Studies about how organizations have successfully addressed diversity may be a wave of the future. An understanding of the inequities found in many workplaces can possibly be profound for changing the work environment. If enough educators bring the problems to the surface, maybe those in power will eventually have to listen and find that we, as educators are an increasingly credible source. In institutions of higher learning, we can teach diversity courses so

that those entering the workforce will be aware of what to guard against and to prevent in future workplaces. This study has been completed to provide future educators with a roadmap of things to avoid and implement. Training programs that address real workplace problems in institutions of higher learning may come to better more equitable solutions.

For practitioners, examining how to best change organizations becomes the real challenge. Because the changes influencing the research location are so similar to the changes occurring in society, the implications drawn from this study can lead the way for more qualitative studies examining the impact of diversity beyond organizations, for example, the impact of diversity in pre-school, middle-school, special education, and in college and university environments. We obviously need further research to better understand (1) how to change the workplace to be more responsive to employee needs, (2) how diversity consultants can change training programs to improve work environments, and (3) how the training methods can be changed to adopt or encompass change in all types of managerial attitudes and behaviors.

CONCLUSIONS

Although America's work environments have tremendously improved since the turn of the century, people of color and especially African Americans continue to pursue equity in the workplace. Organizations seem to be constantly in a state of change and renewal. With the development of diversity training this researcher has hope that this goal of equity in these organizations will eventually be reached. Indications in this study are that problems continue to exist, for example, the reader will notice many more obstacles to success are revealed on the African American chart. (See Appendix **Comparison Figures**). In comparison, the Caucasian Figure shows no obstacles and an easier access to success in the corporation, but workplaces are slowly improving.

The African Americans in this study seem to link ambivalence of organizational change to their own unique individual needs within the workplace. While African Americans find the workplace slowly improving, Caucasian managers find the organization is a great place to be employed. It is refreshing to see that many organizations are admitting that they have problems and are willing to make attempts to ameliorate them. Organizations and the people within are realizing that change does not occur overnight. They are recognizing that cultural differences and the values that they bring are just a fraction of the learning that needs to be done.

When the researcher expands upon Taylor Cox's (1991) Societal Integration Model, originally designed by Milton Gordon (1964), the fact that diversity training can help becomes evident. Diversity training can eliminate barriers to opportunities for advancement and end the Glass ceilings for employees. Diversity training is good for organizations because it provides tools for managers to provide positive employee development, a critical element needed to aid minorities in upward mobility. A third element the researcher suggests is managerial behavioral change, that there must be attitudinal change on behalf of managers to value employees and the contributions they make to the work environment. Finally, the researcher says when you have changed the individuals in the workplace, the ultimate change is a cultural or organizational transformation or the sharing of power with non-traditional employees. Mutual respect exists and total inclusion of all people to pursue excellence also emerges. The workplace becomes totally transformed and everyone is allowed equal access to all levels.

The researcher believes that hearing the comments of the participants in this study can be an important motivator to change in the workplace. This study indicates a need for improved work environments. The challenge of equity in the workplace still exists and for human resource practitioners and educators, the challenge remains.

