Best Practices for
Managing Organizational Diversity

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In the twentieth century, ecologists and agriculturalists developed an increasingly sophisticated understanding of the value of biological diversity, specifically the resilience and adaptability it brings to ecosystems. In the twenty-first century, the ecosystem model has been applied to human systems, particularly to understanding how organizations are structured and how they operate. Twenty-first century organizations are challenged by diversity in many arenas. Demographic changes in workforce composition and customer populations, combined with globalized markets and international competition are increasing the amount of diversity organizations must manage, both internally and externally. Many diversity specialists and business leaders argue that businesses and organizations interested in surviving and thriving in the twenty-first century need to take competitive advantage of a diverse workplace (Soutar, 2004; Yang, 2005). But to do so successfully, leaders and human resources (HR) managers must redefine management and leadership (Jones, 1989).

Just as mono-cropping destroys biological diversity, and, in extreme cases, such as the Irish potato famine—human as well as natural ecosystems (Keohane, n.d.), so does mono-managing similarly destroy diversity within organizations. Leaders wanting to build strong, diverse organizations will not be successful if they rely on one approach or solution. Single-threaded diversity solutions, such as focusing only on recruitment or single-approach management techniques, such as requiring every employee to take diversity training, do not create lasting change (Kossek & Lobel, 1996; McMahon, 2006; Thomas, 1990). Bringing about the changes needed to build and sustain diversity requires commitment, strategy, communication, and concrete changes in organizational structure and processes.

How, then, can managers and leaders develop diverse organizations and ensure that they are managed to take optimum advantage of diversity? What role should human resource specialists play in creating and managing diverse organizations? What are the best practices they should apply? The purpose of this review is to define workplace diversity, to identify best practices, and to identify how diversity management best practices can be applied in academic libraries. Finally, this review will provide a resource list for HR managers and leaders to learn more about those best practices with the goal of optimizing their organization's approach to diversity.

Definitions

Diversity has been an evolving concept. The term is both specific, focused on an individual, and contextual, defined through societal constructs (Moore, 1999). Many current writers define diversity as any significant difference that distinguishes one individual from another—a description that encompasses a broad range of overt and hidden qualities. Generally, researchers organize diversity characteristics into four areas: personality (e.g., traits, skills and abilities), internal (e.g., gender, race, ethnicity, I.Q., sexual orientation), external (e.g., culture, nationality, religion, marital or parental status), and organizational (e.g., position, department, union/non-union) (Digh, 1998a; How, 2007; Johnson, 2003; Simmons-Welburn, 1999).

The trend in defining diversity "seems to favor a broad definition, one that goes beyond the visible differences" that, for many people, are too closely linked to affirmative action (How, 2007; Jones, 1999). One of the first researchers to use this inclusive definition, R. Roosevelt Thomas, Jr., was pivotal in moving diversity thinking beyond narrow EEO/Affirmative Action categories. In his landmark work, *Beyond Race and Gender*, he argued that to manage diversity successfully, organizations must recognize that race and gender are only two of many diversity factors. Managers and leaders must expand their perspective on diversity to include a variety of other dimensions (Thomas, 1992, p. xv). Workplace diversity management, in his model, is also inclusive, defined as a "comprehensive managerial process for developing an environment that works for all employees." (1992, p. 10). There is political value in this inclusiveness since it does not overtly threaten existing management structures which are still predominantly populated by white males. This general definition also enables all staff to feel included rather than excluded, permitting them "to connect and fortify relationships that enable employees to deal with more potentially volatile issues that may later arise" (How, 2007).

However, critics of this inclusive diversity definition charge that it can too easily devolve into a general 'feel good' approach that substitutes for real change (Cox, 2001; Welburn, 1999). In addition, critics argue that this definition fails to acknowledge the unequal treatment and limited opportunities experienced by those who differ from the dominant culture. Mor Barak expresses this criticism succinctly, stating that "It is important to note that there is a fundamental difference between attributes that make a person a unique human being and those that—based on group membership rather than individual characteristics—yield *negative or positive consequences*" (2005, p.122). Change cannot happen in the workplace, she argues, unless management understands that diversity "is about being susceptible to employment consequences as a result of one's association within or outside certain groups" (2005, p. 122).

Organizational Frames

Despite the legitimate criticisms of a broad diversity definition, inclusiveness remains politically useful. To make it organizationally useful, HR directors and managers must define the motive(s) behind their interest in diversity and identify the specific ways diversity will benefit their organizations. Digh observes that management

must first "articulate, clearly and simply, what is meant by diversity and then decide what approach to take. Does the organization want to "tolerate, value, celebrate, manage, harness or leverage diversity?" (1998a, p. 117). The selection of one or more of these defining verbs is influenced by how an organization understands the context of diversity (Moore, 1999).

Framing workplace diversity initiatives affects the outcomes an organization achieves. For example, an organization may define diversity as regulatory compliance, as social justice, as the responsibility of only part of the organization, such as HR, as a strategic planning outcome, or as a community-focused activity (McMahon, 2006). Diversity outcomes derived from these definitions vary, but generally can be classified into five broad categories:

- Complying with federal and state requirements,
- Expecting and rewarding homogeneity,
- Identifying diversity as a broad goal without accompanying changes,
- Identifying discrete diversity goals and creating selective organizational changes to achieve them,
- Pursuing systemic and planned organizational change to take optimum strategic advantage of diversity.

This variety of approaches shows that organizations vary both in the degree to which they define diversity as valuable and in the amount of change they engage in to support workplace diversity (Hastings, 2006). To be successful, organizations must set implementation parameters by asking themselves three questions: "[Why] Do we want diversity? If so, what kind? If so, how much?" (Thomas, 1999, p. 55).

Human Resource's Role

A seminal diversity proponent once described how he would like organizations and the people in them to think about diversity (Chozick, 2005):

> As a rule, I tell people to practice "foxhole diversity." Let's
> pretend the enemy is active all around and I've got to find people
> to be in the foxhole with me. I don't have to ask too many
> questions. Does the candidate have all of his or her faculties? Does
> the person have a gun? Can they shoot? That's about it. I don't
> care where they went to school, their religion or their sexual
> preferences. Can they do the job?

If organizations and the people who comprise them worked in foxholes, this approach to surviving—dropping homogeneity as a criterion for full participation— would be compelling. In life-or-death situations, many people will suspend beliefs, change behaviors, and embrace new solutions. However, the current business and organizational climate is not sufficiently dire that most employees would quickly and completely commit to the broad and deep changes required to sustain genuinely diverse workplaces.

Human Resources directors face a serious challenge in developing organizational diversity. The changes needed are particularly difficult (Porter, 1995; Schein, 1996; Zane, 2002). Meeting this challenge takes top management commitment, the skilled training and breadth of organizational knowledge HR possesses, and a shared

understanding that managing diversity is not a problem to be solved but an ongoing and lengthy process. All three of these pieces are needed to sustain people's willingness to work together when they do not share values, experiences, culture, and ways of interpreting meaning and solving problems (Zane, 2002).

Researchers have documented two reasons why implementing diversity in the workplace is difficult (Bassett-Jones, 2005; Cox, 2001; Galagan, 1993; Moore, 1999; Thomas, 1992). First, human beings prefer working in homogeneous groups. Second, human beings, and the organizations they are a part of, generally avoid and resist change. Successful diversity management requires HR managers to possess skills in leadership, organizational development, change management, psychology, communication, measurement, and assessment. Such cross-cutting skills might seem broadly useful to the success of any business initiative. However, there is a key difference with diversity management. For organizations to profit from diversity, the people in those organizations must change how they interact. Diversity's focus on changing human processes requires and defines HR's role in diversity management.

Successful diversity is built out of the often small, everyday actions taken by people at all levels of an organization. Organizations may start diversity initiatives motivated by laws and regulations, but, as Paul Freeman argues, "in the end it is not habits of compliance we seek to change it [is] habits of the heart." (Makower, 1995, p. 50). Changing how people act must be reinforced by changing the organizational policies and processes which define how people operate. "No firm can rely simply on changing the hearts and minds of its employees. . . . It must develop a broad range of policies and practices to help ensure that today's workplace works for everyone" (Aronson, 2002, p.22). The HR manager is uniquely qualified and strategically positioned to partner with management at all levels within the organization to meet these challenges (Dass & Parker, 1996; Kossek & Lobel, 1996; McMahon, 2006; Williams, 1999).

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BEST PRACTICES

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Organizational Best Practices

Best practices are defined as "practices which are most appropriate under the circumstances, esp. as considered acceptable or regulated in business; techniques or methodologies that, through experience and research, have reliably led to desired or optimum results" (Dictionary.com, 2007). Part of the challenge in identifying best practices in diversity management is that the field lacks empirical research assessing particular diversity practices to determine if they will produce 'desired or optimum' results (Coats, Goodwin & Bangs, 2000; Lauring & Ross, 2004; Pitts, 2006). Most writing is descriptive, relying on brief case studies or anecdotal stories to support the authors' assertions.

Two core resources for workplace diversity best practices are Aronson's (2002) article on "Managing the diversity revolution: Best practices for 21st century business" and the U.S. G.A.O.'s (2005) report on "Diversity management: Expert-identified leading practices and agency examples". Aronson gives an excellent overview of workplace diversity, outlining how to institute a diversity initiative, summarizing the principles on

which it should be based, and providing a substantial number of best practices examples implemented by various companies. The GAO's review included a comprehensive literature review, a detailed analysis of the writings of five diversity experts, and interviews with an additional 14 experts. From this process, they identified nine best practices. The two works compliment each other. Aronson's business perspective and wealth of best practices detail is balanced by the GAO's non-profit agency examples and its high-level focus on diversity principles.

The GAO's nine leading best practices are:

1. Top **leadership commitment**—a vision of diversity demonstrated and communicated throughout an organization by top-level management.
2. **Diversity as part of an organization's strategic plan**—a diversity strategy and plan that are developed and aligned with the organization's strategic plan.
3. **Diversity linked to performance**—the understanding that a more diverse and inclusive work environment can yield greater productivity and help improve individual and organizational performance.
4. **Measurement**—a set of quantitative and qualitative measures of the impact of various aspects of an overall diversity program.
5. **Accountability**—the means to ensure that leaders are responsible for diversity by linking their performance assessment and compensation to the progress of diversity initiatives.
6. **Succession planning**—an ongoing, strategic process for identifying and developing a diverse pool of talent for an organization's potential future leaders.
7. **Recruitment**—the process of attracting a supply of qualified, diverse applicants for employment.
8. **Diversity training**—organizational efforts to inform and educate management and staff about diversity's benefits to the organization (2005, p. 4).

Aronson's analysis presents top-level best practices but also drills down into more detailed and specific advice and examples of tactics, practices, and policies. He begins with the same requirement as the GAO's analysis—commitment from the top—with a similar focus on communication and demonstration which he calls concrete actions. Defining diversity as inclusiveness, he asserts that the second best practice is 'bringing people on board'. While this practice did not make the GAO's list, from many diversity experts' writings (Digh, 1998a; Mor Borak, 2005; Thomas, 1992), employee involvement is critical to building workplace diversity success. His third practice, which is implied by several of the practices the GAO identified, is assessing where an organization currently stands, that is, a diversity audit. His suggestions for how to conduct this audit match the advice given in a number of other textbooks and articles on diversity (Coats, Goodwin, & Bangs, 2000; Love, 2001; Winston & Li, 2000).   The fourth, and the most detailed, best practice mirrors the GAO's second practice. An organization must develop a strategic plan to promote diversity and Aronson's includes six critical elements:

- A compelling analysis of the business case identifying diversity's advantage(s) for the organization.
- Recommendations for involving all employees in the diversity effort.
- Institutionalization of the diversity initiative through an office or individual responsible for the strategic plan at the executive level.

- Clearly defined goals tied to the gaps found through the diversity audit and the business goals.
- Diversity metrics to track progress toward those goals.
- Accountability metrics which hold managers responsible for meeting diversity goals (2002, p. 16-18).

After discussing these four best practices, Aronson then describes in detail many policies, processes, and tactics used to incorporate diversity into an organization. He categorizes these more specific best practices into five areas: recruitment and hiring, promotion and career advancement, alternative dispute resolution, management accountability, and human factors. In each section, he provides numerous examples of successful implementation tactics to support that best practice. At the end of his article, Aronson includes a best practices cheat sheet comprised of 46 one- to two-line suggestions for successfully implementing a diversity initiative.

Academic Library Best Practices

Diversity best practices in library literature parallel general diversity best practices. Both leadership commitment and strategic planning are required to sustain lasting diversity changes (Howland, 2001; Li, 1999; Williams, 1999). Assessment and accountability are necessary to identify process changes and to reinforce behavioral changes (Coats, Goodwin, & Bangs, 2000; Love, 2001; Owen, 2000; Winston & Li, 2000). And, finally, to build a truly diverse staff, academic libraries must engage in diverse and creative recruitment and retention strategies (Acree, Epps, Gilmore, & Henriques, 2001; Musser, 2001).

The benefits to libraries of building diverse organizations also parallel the benefits of diversity to businesses and other non-profit organizations. Successfully managed diversity brings enhanced organizational performance, particularly in areas such as problem solving, creativity, innovation, and flexibility (Bassett-Jones, 2005; Cox, 2001; Golembiewski, 1995; Kossek & Lobel, 1996; Pitts, 2006). Encouragingly, some authors argue that diversity can be more readily implemented and accepted in academic libraries because they are, "by their very nature and missions, learning organizations" (Love, 2001, p. 78), and thus have values supporting the learning and change processes required by diversity initiatives.

Williams' (1999) classic article focusing on what leaders must do to implement diversity in academic libraries repeats both Aronson's and the GAO's emphasis on the core best practice areas of leadership commitment, strategic planning, and recruitment and retention. His best practices for leaders include

- making diversity an organizational priority,
- developing a strong knowledge base about the value of diversity within the organization,
- developing institutional allies beyond the library on the diversity agenda,
- developing, focusing and sharing one's vision of diversity,
- practicing that vision,
- committing human and fiscal resources to the diversity agenda,

- demonstrating a consistent willingness to change policies and procedures to further the diversity agenda,
- creating accountability and assessment among the management group (1999, p. 42-43).

Williams sums up the challenges both leaders and organizations face when developing diversity initiatives by advising library leaders that they should

> Approach the library's diversity agenda with patience, optimism, creativity, persistence, a bias for input and assessment, an aversion to perfection, a willingness to learn from failure, a responsiveness in the face of discomfort and disagreement, a willingness to present and pursue multiple options and rationales to advance diversity, a willingness to pursue multiple starting points for action, and a willingness to rethink organizational structures in order to advance the library's diversity program. (1999, p. 43).

In addition to the internal benefits that accrue from a multicultural staff (Cox, 2001; Thomas, 1992), academic libraries can contribute externally to broader campus diversity goals by providing support and encouragement to diverse student populations. One way to encourage diverse students is to show them a welcoming face by actively recruiting minority students for library public service positions (Li, 1999; Martin, 1994). In addition, libraries can collaborate with academic support units such as Upward Bound programs or summer teaching programs for incoming first-year students to build information literacy components into the teaching and learning activities offered to these diverse and traditionally under-represented groups (Simmons-Welburn & Welburn, 2001; Welburn, 1999).

A second way libraries can support campus diversity is through collection development diversity. Building targeted collections to support multicultural studies has become an important activity in academic libraries since it first began to be discussed in the professional literature in the 1980's (Gilbert, 1999). The mainstreaming of collection diversity through area studies is reflected by the inclusion of six area studies subject categories in *Resources for College Libraries* (RCL, 2007). *RCL* is used to identify 'best titles' for academic collection content. Diversity's importance to college collections is shown by the number of works recommended for African American studies, Asian American studies, gay, lesbian, bisexual and transgender studies, gender studies, Latino studies, and Native American studies.

According to Welburn (1999), libraries can play a significant role in academic thinking about multiculturalism through an unusual—and very proactive—approach to collection development. He builds on Fox-Genovese's (1995) observation that most academic approaches to teaching and researching multiculturalism focus on 'group-defined' differences rather than a genuine, and far more controversial, diversity of ideas and values. This superficiality of diversity discourse presents libraries with an opportunity. Librarians should help students' critical thinking skills about diversity by collecting and providing access to materials that enable students "to pursue ideas and opinions that conflict with those presented in classrooms" (p. 167). Rather than defining diversity collections in terms of traditional area studies, collection development librarians

should also re-think collection boundaries. Restructuring collection development "around the concept of diaspora, or the flow of cultural groups and populations from one geographic region to another" would bring a more holistic and interdisciplinary approach to collection diversity (p. 167).

CONCLUSION

Academic libraries are experiencing the same pressures that challenge other twenty-first century businesses and organizations. They must respond effectively to an increasingly diverse workforce, an expanding multicultural customer base, and growing competition for 'market share' from other providers (Campbell, 2006; Crowley, 2001). However, unlike many businesses, academic libraries are on the leading curve of meeting the challenge of diversity management. The library profession, at many levels, is actively recruiting and mentoring diverse staff (Google, 2007). In addition, for more than two decades, libraries have met diverse customer needs through collections which support the study and understanding of non-mainstream populations.

Libraries are well-positioned on campus to meet broader academic diversity needs. Building collections that reflect a nuanced understanding of diversity issues beyond accepted societal definitions would enable libraries to support a more radical level of academic diversity dialog. In addition, though outreach to disadvantaged student populations using strategies such as recruiting diverse student workers, publicizing diverse collections, and providing targeted information literacy skills programs, libraries can play a central role in broader campus diversity initiatives. Successfully managing these internal and external diversity initiatives will position libraries to respond strategically to the diversity opportunities they and their institutions face. It will help academic libraries not only survive—but thrive—in the decades to come.

Selected Annotated Bibliography
for Human Resources Managers and Organizational Leaders

Introductory Readings

Carr-Ruffino, N. (1996). *Managing diversity: People skills for a multicultural workplac*e. Stamford, CT: Thompson Executive Press.
This book is written for managers and supervisors who want to be diversity "workplace leaders". HR professionals can recommend this to leaders and managers wanting to develop specific diversity management skills. It includes chapters on team building and on handling one's own and others' prejudices. Other chapters focus on African Americans, Asian Americans, Latino Americans, gays, people with physical disabilities, older persons, and obese people. Each of these chapters covers myths and facts, stereotyping, cultural profiles, values, issues and perceptions, and, finally, leadership opportunities and challenges.

Cox, T., Jr. (2001). *Creating the multicultural organization: A strategy for capturing the power of diversity.* San Francisco: Jossey-Bass.
Written by one of the most cited authors in the field of diversity, this book provides a short overview of the benefits of well-managed, genuine multiculturalism. It explains the author's five-part change model for implementing and continuously managing diversity. Each chapter identifies and gives examples of best practices.   One of the most important observations in the book is "commitment at that [top] level is a necessary but not sufficient condition for effective leadership on managing diversity. Success requires many leaders …" (p. 35).

Kossek, E.E., & Lobel, S.A. (Eds.). (1996). *Managing diversity: Human resources strategies for transforming the workplace.* Cambridge, MA: Blackwell.
This is a foundational work for any HR manager responsible for organizational diversity. Chapters are written by subject experts and cover all aspects of HR's roles in diversity management—providing theory, best practices, and substantial bibliographies. The chapters on organizational change management, assessment and accountability, training, strategic planning, and emerging trends are excellent. The chapter on performance appraisal provides HR managers with a clear understanding of how cultural assumptions are embedded in appraisal systems and in the people conducting them. The chapter also identifies best practices for performance evaluation changes to better support diversity.

Dobbs, M.F. (1996). Managing diversity: Lessons from the private sector. *Public Personnel Management, 25,* 351-368.
This article is invaluable for the 'lessons learned' it presents and for how it identifies the HR manager's role in managing diversity initiatives. The lessons are derived from interviews with executives and HR managers assessing the diversity initiatives in three companies and a city government. The article's findings mirror the best practices described earlier and include, "top management commitment and leadership, a clearly articulated mission tied to business goals, a supportive culture, a

variety of interventions, active employee involvement, an ongoing process for institutionalizing the change, evaluation, and modification. Like Thomas, (below), this article warns that there is no diversity 'quick fix' in organizations. Rather, if diversity goals are integrated into strategic planning and become part of the company's business objectives, they will ultimately be embedded in the company's processes. The role HR managers play in diversity management is pivotal; they are "the experts regarding the theory, knowledge and process of diversity" (p. 361).

Mor Borak, M. (2005). *Managing diversity: Toward a globally inclusive workplace.* Thousand Oaks, CA: Sage Publications.
This book uses examples and case 'mini-studies' to illustrate a broader concept of multiculturalism than the traditional North American definition. The first section contains overviews of legal, social, and political issues including detailed analyses of workplace demographics and the socioeconomic causes and consequences of globalization. The second section addresses social and psychological perspectives on workforce diversity focusing on how different groups approach the same issues. The third section applies a model of an inclusive workplace to various institutional levels—within an organization, between a corporation and a community, through state/nation collaborations and, finally, on an international level.

Thomas, R.R., Jr. (1992). *Beyond race and gender: Unleashing the power of your total work force by managing diversity.* New York: AMACOM.
This is a classic work. Clearly written and succinct, it first introduces the expanded concept of diversity and then explains its value to an organization. Chapters cover in detail the steps needed to change corporate culture. In provides an excellent sample of a cultural audit. He does not trivialize the challenges of diversity implementation, identifying the time required and some of the obstacles faced by organizations implementing diversity initiatives.

Diversity Definitions

Digh, P. (1998b). Coming to terms with diversity: Don't reinvent the wheel. *HR Magazine*, *43,* 2 pp. Retrieved February 13, 2007, from http://www.shrm.org/hrmagazine/articles/1198dighc.asp
This Web resource reproduces 12 definitions of diversity mission statements and goals statements from a range of organizations. The variety illustrates that culture, values, and business goals can create significant differences in how an organization approaches diversity.

How should my organization define diversity? (2007). Retrieved February 13, 2007, from http://www.shrm.org/diversity/library_published/nonIC/CMS_011970.asp#TopOfPage
This short article emphasizes that there is no one answer to how an organization should define diversity. It reproduces five organizations' diversity definitions and identifies seven assumptions and belief systems that underlie diversity management principles.

Johnson, J.P., III. (2003). *Creating a diverse workforce*. Retrieved February 13, 2007, from http://www.shrm.org/hrresources/whitepapers_published/CMS_005379.asp#P-4_0
This article contains a much-reproduced graphic illustration showing the dimensions that comprise an individual's diversity. The image, entitled the Four Layers of Diversity, is useful in presentations to senior management and staff when defining diversity.

Maier, C. (2005). A conceptual framework for leading diversity. *International Journal of Human Resources Development and Management, 5*, 412-424.
Maier's article is an excellent example of a broader approach to diversity and human resources management than the standard U.S. perspective. He presents a three-part model for managing diversity that incorporates the rational, emotional, and spiritual processes involved in human interactions. In addition, his definition of diversity is more subtle and self-actualized than the mainstream U.S. definition. Observing that group-defined diversity is externally imposed, he argues for a diversity model that allows each individual to identify what group aspects of diversity apply to him or her and to what extent. Using his model, an individual might say her female gender is 30% important but the fact that she is a freed prisoner of apartheid defines another 40% of what she considers unique about herself.

McMahon, A.M. (2006). *Responses to diversity: Approaches and initiatives*. Retrieved February 13, 2007, from http://www.shrm.org/hrresources/whitepapers_published/CMS_017028.asp
This paper outlines four ways an organization can approach diversity and then shows, through a series of tables, how those approaches differ in terms of core programs, communication roles, information and data gathering activities, and community leadership. This paper is valuable to help HR managers assess how an organization defines its 'diversity stance'. Using that analysis, the HR manager can craft an effective strategic plan in alignment with the organization's culture and its philosophical assumptions about diversity.

Management Commitment to Diversity

Makower, J. (1995). Managing diversity in the workplace. *Business and Society Review*, *92,* 48-54.
This article describes what top leaders and middle managers must do to implement and then support diversity in their organizations. It includes paraphrases and quotes from Paul Fireman, a sporting goods company CEO, who speaks eloquently about the need for and the benefits of diversity. Complimenting Fireman's perspective are descriptions of two other examples of diverse organizations, Inland Steel and Tabra, Inc. This is a useful article to raise top management awareness of the true value of workplace diversity.

Catalyst, Inc. (2003). *Becoming champions of diversity just makes good business sense*. Retrieved February 13, 2007, from http://www.shrm.org/diversity/library_published/nonIC/CMS_012379.asp

Although this summary is only one page, it provides mini-best practices for managers, concrete action steps, and a list of the business benefits of diversity. One insight it offers that can be turned into a useful quote is the statement that if managers want to benefit personally and organizationally from an inclusive work environment, then managers at all organizational levels must challenge organizational patterns and make change happen.

Soutar, S. (2004). Beyond the rainbow. *Association Management*, *56,* 26-33.
Aimed at the CEO/management level of an organization, this article is again a valuable introductory piece that describes the business case for diversity from a financial and performance perspective. It identifies the critical elements of a diversity strategic plan.

Thomas, R.R., Jr. (2006). Diversity management: An essential craft for leaders. *Leader to Leader, 41,* 1-5. Retrieved February 21, 2007, from http://www.leadertoleader.org/knowledgecenter/L2L/summer2006/thomas.html
This is a fascinating article describing Thomas' ten predictions for how future leaders will conceptualize, manage, and, ultimately master, the 'craft' of diversity.

Business Case for Diversity

Gardenswartz, L., & Rowe, A. (2002). *The strategic business case for diversity.* Retrieved February 13, 2007, from http://www.shrm.org/diversity/library_published/nonIC/CMS_012413.asp
Gardenswartz, L., & Rowe, A. (2006). *Still being asked to explain the business case for diversity? Articulating the "why".* Retrieved February 13, 2007, from http://www.shrm.org/diversity/CMS_019274.asp#TopOfPage
These two articles, together with the SHRM resource listed below, cover the arguments an HR director needs to put together to help both management and employees understand how diversity is relevant to the organization's goals, needs, and employees.

What is the 'business case' for diversity? (n.d.). Retrieved February 13, 2007, from http://www.shrm.org/diversity/library_published/nonIC/CMS_011965.asp
This article explains five key factors that make diversity initiatives important for businesses. These factors should be included in any business case justification for diversity.

Lynch, F.R. (1992). Managing diversity: Multiculturalism enters the workplace. *Academic Questions, 6*, 81-87.
In this article, which is critical of the emerging field of diversity management, Lynch recounts a quote from Kevin Sullivan who delivered the keynote address to the First Annual National Diversity Conference held in May 1991 in San Francisco. Sullivan advises his listeners about how to sell top leaders on diversity by emphasizing the bottom-line, e.g., the cost savings and the competitive advantages of gearing up for workforce and customer cultural diversity. He warned, "it's business, not social

work." (1992, p. 84). HR managers discussing diversity with top management can benefit from Sullivan's perspective.

Kwak, M. (2003). The paradoxical effects of diversity. *MIT Sloan Management Review, 44,* 7-8.
HR directors advocating a business case for diversity must present a balanced case. They need to both understand and communicate the fact that a commitment to diversity does not automatically result in bottom-line benefits. Diversity requires thoughtful choices and constant gardening. This article identifies a variety of contextual variables that help determine whether diversity boosts or lowers a firm's performance. Diversity initiatives benefit organizations that promote collective over individual achievement, emphasize stability or customer relationships rather than growth, train employees in diversity-related values, and foster an integration-and-learning perspective throughout the organization.

Driving Cultural & Organizational Change

Dass, P., & Parker, B. (1999). Strategies for managing human resource diversity: From resistance to learning. *Academy of Management Executive*, *13*, 68-80.
Pointing out that there is no one "best" way to manage workplace diversity, this article explains how to analyze an organization's diversity approach. Particularly useful are the three strategies they identify as most effective in managing diversity. The figures are also valuable in that they summarize very clearly some of the paper's key ideas. Figure 2, "Diversity Perspectives and Associated Strategic Responses," provides a helpful, high-level matrix for analyzing the way an organization is thinking about diversity and, thus, the types of actions and outcomes an HR manager can expect to achieve.

Friday, E., & Friday, S.S. (2003). Managing diversity using a strategic planned change approach. *Journal of Management Development, 22,* 863-880.
This article offers an eight-step diversity management process emphasizing the critical role strategic planning plays in achieving positive diversity results. The diversity goals and initiatives an organization wishes to achieve must be aligned realistically with the organization's broader long-term objectives and strategic positioning. A lack of alignment contributes "to the purported ineffectiveness of many diversity initiatives" (p. 864). HR managers can use the strategic planning process diagrammed (p. 867) to begin aligning diversity strategy with organizational business strategy.

Schein, E.H. (1996). Three cultures of management: The key to organizational learning. *Sloan Management Review*, *38,* 9-20.
Schein examines barriers to organizational learning. While such barriers are valuable to keep in mind when undertaking any type of organizational change, they are very useful when planning to implement diversity learning and training. In Schein's analysis, the 'classic' diversity differences were insignificant when compared to the differences between the professional cultures, values, and assumptions of the three groups studied—executives, engineers and operators.

Stoner, C.R., & Russell-Chapin, L.A. (1997). Creating a culture of diversity management: Moving from awareness to action. *Business Forum, 22* (2-3), 6-12. This article presents a four-phase model for achieving diversity and argues that HR managers and organization leaders must plan a focused process for creating cultural change or a diversity program will fail. The authors identify specific problems that could slow down or stall diversity management process-building. They pay particular attention to the damaging effect that building isolated programs has on an organization. Uncoordinated programs often occur because of a lack of high-level commitment.

Zane, N.C. (2002). The glass ceiling is the floor my boss walks on: Leadership challenges in managing diversity. *The Journal of Applied Behavioral Science*, *38,* 334-354. This article should be required reading for all HR managers and organizational leaders wanting to implement diversity. Analyzing a financial institution's conversational patterns over 2 ½ years, it documents an alternative to diversity training for changing organizational behavior—in effect, "the power of language to influence thinking" (p. 351). Using qualitative and quantitative data, the author shows how a sustained commitment by the CEO and his involvement with 'discourse communities' within the organization, ultimately results in employees taking responsibility for defining and implementing positive cultural changes that support diversity.

Organizational Assessment and Diversity Metrics

Pierce, K. (2006). Nine habits of effective data-driven performance management. *Government Finance Review, 22,* 36-40. This article is an excellent overview of the value created by measuring the right data in the right way. HR directors and diversity managers must measure an organization's existing diversity, attitudes, and practices before they implement diversity initiatives (through, for example, an organizational or a cultural audit). With that initial assessment of the organization, HR professionals must then design a change strategy and accompanying metrics to assess the change efforts. This article identifies nine best practices to keep in mind when measuring organizational performance: (1) Find it, use it, name it, (2) Let the data tell the story, (3) Keep priorities in your sights, (4) Drive data up, drive data down, (5) Do not let the perfect stop you from the possible, (6) Have the courage to share your results, (7) Iterate intelligently, (8) Manage, and (9) Invest. Paraphrasing one of the author's conclusions, 'effective data gives diversity managers the power to manage for results'.

Thomas, R.R., Jr. (1999). Diversity management: Some measurement criteria. *Employment Relations Today*, *25*, 49-62. Thomas warns HR managers that they must be able to explain their diversity progress in terms of quantitative and qualitative metrics. As diversity efforts in an organization mature, senior managers will want to know what they are 'getting' for the cost and effort. Diversity managers must plan assessment—both in advance of implementing diversity to create benchmarks and, after making diversity investments,

to assess the return on those investments for the organization. One section covers the three core questions: What shall we measure? How should we measure it? and When should we measure it?

Chang, S., & Tharenou, P. (2004). Competencies needed for managing a multicultural workgroup. *Asia Pacific Journal of Human Resources, 42,* 57-74.
Managers at all organizational levels are critical to diversity's success. This article researched what managerial competencies are needed to manage a multicultural group of subordinates. HR managers can use these competencies to assess managers' current skills and design training programs to help managers develop the full repertoire of skills needed.

Greenholtz, J. (2000). Assessing cross-cultural competence in transnational education: The Intercultural Development Inventory. *Higher Education in Europe, 25,* 411-416.
Focusing on the needs of transnational companies, this assessment tool inventories an individual's multicultural/transnational sensitivity and competence. Using this tool, the HR manager of a transnational company can identify management's training needs and design targeted programs to address those needs. It also offers an excellent description of the importance of multicultural competence in expatriate populations which can be used both to choose and to justify potentially expensive training programs.

Stutz, J., & Massengale, R. (1998). *Measuring diversity initiatives*. (Reviewed May 2000 & January 2002). Retrieved February 13, 2007, from http://www.shrm.org/hrresources/whitepapers_published/CMS_000237.asp
Two critical areas HR managers must continue to measure, no matter what other diversity initiatives they manage, are federally-mandated Equal Employment Opportunity (EEO) and Affirmative Action program (AAP) data. This article introduces the SMG Index (the letters of the acronym are taken from the family names of the index's inventors who worked at Microsoft). The SMG Index uses existing data points within the standard required EEO reports but broadens this data to "measure the success or failure of specific diversity work over time and to quantify its effect on the organization". This index helps HR and diversity managers answer "What's the bottom line?" No warranty of the software is implied by inclusion of this abstract, but it sounds like a cool tool.

Love, J.B. (2001). The assessment of diversity initiatives in academic libraries. *Journal of Library Administration, 33,* 73-103.
This is an excellent description of how to do diversity assessment in libraries using seven basic questions. The author illustrates the process with clear and well-focused tables throughout the text. He developed the questions based on three pilot studies conducted in libraries and reproduces both the variables he used for a diversity assessment survey and the actual survey instrument.

Chow, I.H.S., & Crawford, R.B. (2004). Gender, ethnic diversity, and career advancement in the workplace: The social identity perspective. *SAM Advanced Management Journal, 69,* 22-32.
  This article coves a large number of issues about diversity management. It is useful for HR managers planning assessment because it explains many of the metrics used in measuring diversity. It not only helps HR managers understand how group membership and perception of group status affect understanding of inter-group relationships, but it provides a conceptual model on which assessment processes can be grounded in workplace activity—the task/function model. Finally, it provides a copy of the assessment tool used.

Plummer, D.L. (2003) Diagnosing diversity in organizations. In D.L. Plummer (Ed.), *Handbook of Diversity Management: Beyond Awareness to Competency Based Learning* (pp. 243-269). Lanham, MD: University Press of America.
Hubbard, E.E. (2003) Assessing, measuring, and analyzing the impact of diversity initiatives. In D.L. Plummer (Ed.), *Handbook of Diversity Management: Beyond Awareness to Competency Based Learning* (pp. 271-305). Lanham, MD: University Press of America.
  These two articles should be required reading for all HR/diversity managers. Plummer's chapter provides the business case and the practical case for conducting an organizational audit before committing to any specific diversity practices or programs. Hubbard's article is a mini-textbook for measuring and carefully analyzing diversity's impact. By beginning diversity planning with a clear understanding of the organization as it now exists, HR managers can design achievable programs that meet the employees' and the organization's needs.

Lockwood, N.R. (2004). The glass ceiling: Domestic and international perspectives. *SHRM 2004 Research Quarterly.* Retrieved February 13, 2007, from http://www.shrm.org/research/quarterly/0402glass_essay.asp
  When designing organizational audits and planning assessment metrics, HR managers must develop methods to capture and analyze data on the relative progress and pay of women compared to men. This article is an excellent overview of the ways in which women, and in particular women of color and women employed internationally, are disadvantaged when compared to men. It offers recommendations for ways HR managers can help to 'break the glass ceiling' in an organization. Considering the data that Lockwood reports (p. 3) that companies with more women in their top management have higher stock prices and higher total return to shareholders, enabling women to succeed on an equal playing field may offer a strong business case for diversity.

Training

Moore, S. (1999). Understanding and managing diversity among groups at work: Key issues for organizational training and development. *Journal of European Industrial Training*, *23*, 208–217.
  Diversity initiatives in the 1980's and 90's over-relied on diversity training programs that were not founded on reputable pedagogical, sociological, or psychological theory

and practice. Horror stories abound and still taint training efforts. Yet learning through training is crucial for the success of all participants in an organization that wishes to become diverse since it must change both human and organizational practices. The section in this article on diversity training initiatives, (pp. 213-215), provides an excellent introduction to the challenges an HR director should anticipate when implementing diversity training, a clear overview of the differences between awareness-based diversity training and competence and skills-based diversity training, and a valuable warning that diversity issues are multidimensional and must be approached in the context of the organization.

Hastings, R.R. (2006) *An inclusive workplace: How to know one when you see one*. Retrieved February 13, 2007, from http://www.shrm.org/diversity/library_published/nonIC/CMS_019237.asp This short article repeats many points covered by other readings. However, it includes some observations from Oris Stuart, managing partner of Global Lead Management Consulting, that should focus diversity training efforts: "People join organizations but leave managers. But organizations don't do a good job of teaching managers how to mange a diverse team and their own biases. Instead, diversity and inclusion are often presented to middle managers as yet another thing they have to deal with."

Combs, G.M. (2002). Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training. *Journal of Leadership Studies, 8,* 1-16. Combs summarizes the failures of traditional diversity training. Too often, managers are asked to become change agents without proper training. They need concrete skill development, practice, and feedback to build new skills to a level that they are willing to risk attempting to use those skills. He argues that training designed to develop individual self-efficacy, defined as the individual's judgment of his or her ability to perform a certain task successfully, is the needed bridge between ineffective diversity training and that which truly empowers managers to risk new behaviors.

Von Bergen, C.W., Soper, B., & Masters, R. (2001). Mismanagement by the golden rule. *Industrial Management, 43,* 6-11. While not specifically written about diversity, this article discusses of how the 'golden rule' maxim of management (do unto others…) is inadequate and can lead to employee alienation. Although a management style based on the golden rule assumes many positive attributes, such as respect and fairness, it presumes everyone desires the same treatment, discounting the diverse viewpoints and needs of others. The fable of the monkey and the fish is a great one to use in training sessions to illustrate the golden rule taken to a disastrous extreme.

Von Bergen, C.W., Soper, B., & Foster, T. (2002). Unintended negative effects of diversity management. *Public Personnel Management, 31,* 239-252. This article is particularly valuable for itemizing the things that can go wrong with diversity training. Poorly designed diversity training can result in employees feeling

devalued, in more discrimination, in demoralized employees and reinforced stereotypes, and, in the worst cases, increased legal liabilities. Given this potential for organizational damage, HR directors should evaluate diversity training efforts for unintended negative consequences and should ensure that diversity training focuses "on rules of civil behavior rather than trying to change people's beliefs".

Managing Diverse Work Teams

Wright, P.M., & Snell, S.A. (1999). Understanding executive diversity: More than meets the eye. *HR Human Resources Planning 22,* 49-51.
    HR managers must recognize the ways in which group diversity sometimes enhances performance but sometimes has neutral or negative effects. This article provides an quick overview of the types of diversity that matter for job-related teamwork. The performance impact of diversity is inconsistent because organizations often fail to manage group processes effectively. Team managers must be adequately trained to ensure successful behavior integration among diverse group members. HR managers must ensure team managers have training to help them develop needed skills in the emotional aspects of group mangement, in intervention techniques, in communication, and in team building so that they can manage diverse work teams effectively.

Schwenk, C.R. (1997). The case for 'weaker' leadership. *Business Strategy Review, 8,* 4-9.
    This article champions an organizational culture that does not force a top-down corporate culture and conformity on all employees—and by extension—on teams and work groups. A corporate culture that values eccentricity and rewards critical thinking, constructive conflict, and vigilant problem-solving, will derive maximum benefit from the diversity of work groups. If teams are not trained and managed to permit constructive conflict, then the positive effects of diversity will be lost. He offers guidelines for effectively using intentionally-managed conflict to improve diverse work group performance.

Cummings, J.N. (2004). Work groups, structural diversity, and knowledge sharing in a global organization. *Management Science, 50,* 352-364.
    This article is an excellent illustration of Wright's assertion, (above), that team performance is dependent on many aspects of diversity—not just the traditional, overt differences between and among people. By examining the degree to which a team's external knowledge sharing activities bring increased team performance and outcomes, this study found that structurally diverse work groups outperformed demographically diverse workgroups. Thus, work groups that differed in geographic location, functional assignments, reporting managers, and business units brought a wider variety of unique knowledge to the teams' tasks than did work groups composed of members who differed demographically. Managers must remember "that not all sources of diversity in work groups enhance the value of knowledge" (p.360). Different diversity characteristics should be chosen to enhance team performance and should be aligned to the team's tasks.

Mannix, E., & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest, 6,* 31-55.
Mannix and Neale's extensive literature review finds both positive and negative effects of diversity on teamwork. This article is useful for diversity managers who want a thorough understanding of the findings on team diversity benefits and drawbacks. It is also analyzes extensively the gaps in practical research and theoretical development. The last section, "Advice for Organizational Teams", covers how to organize team processes to maximize positive outcomes and to mitigate the negative effects of team diversity. Based on current understanding of diverse work groups, they conclude that the 'business case' for diversity is harder to build since managing diverse teams in organizations requires significant additional human and financial costs. They assert that a human resources-based case for diversity, which they define as "more effective utilization of talent and leadership potential, increased marketplace understanding, [and] enhanced creativity and problem solving" (p. 49), is a stronger argument for persuading senior management to embrace workplace diversity and team workgroups.

Communication

Harris, P.R., & Moran, R.T. (1996). Chapter 2: Leadership in global communications. In *Managing Cultural Differences* (4th ed.). Houston, TX: Gulf Publishing Co.
Seventy-five percent of a manager's time is spent communicating to people; indeed, "communication is at the heart of all organizational operations and international relations" (p. 21). This pragmatic chapter covers several key areas of communicating—particularly understanding context without attribution, active listening, and both verbal and non-verbal "speaking". The section on international body language and the 20 guidelines (best practices) for English and foreign languages are particularly valuable.

Ayoko, O., Hartel, C., Fisher, G., & Fujimoto, Y. (2004). Communication competence in cross-cultural business interactions. In D. Tourish, & O. Hargie, *Key Issues in Organizational Communication* (pp. 157-171). London: Routledge.
This article is a useful blend of communication principles, theories of multicultural communication, and research findings. In includes a good summary of the skills and competencies needed for cross-cultural communication: cultural awareness, emotional competence, openness to dissimilarity, and conflict management skills. The authors call for more multicultural research on communications noting that the majority of studies have been done in the United States and have a distinctly American ethnocentrism.

Sadri, G., & Tran, H. (2002). Managing your diverse workforce through improved communication. *The Journal of Management Development, 21,* 227-237.
This article is useful for its focus on improving the supervisor-subordinate communication process. Using strategies employed at Dow Chemical and Texas Commerce Bank, the authors show how effective communication can promote integration and equality in the workplace. The two strategies are: managing the

personal growth process (MPG) and mentoring. MPG develops an individual's understanding of his/her role in the supervisor-subordinate relationship and skills in communicating with supervisors. Reciprocal and open communication between the mentor and the mentee again gives the employee being mentored practice in communication skills as well a many other benefits.

International Human Resources Management

Albrecht, M.H. (Ed.). (2000). *International HRM: Managing diversity in the workplace.* Oxford: Blackwell.
Managing international businesses successfully is one of the twenty-first century's top challenges. This textbook covers HR responsibilities in an international context and is divided into six sections with chapters in each written by subject experts. The sections include: understanding cultural diversity in global business; strategic human resource management; recruitment, selection, and placement in a global context; training and development; employee relations; and issues in global and cultural diversity. Each section includes at least two case studies and all chapters contain extensive bibliographies.

Jackson, T. (2002). *International HRM: A cross-cultural approach*. Thousand Oaks, CA: Sage.
This book offers a more advanced approach than Albrecht's introductory work on HRM. It uses case studies and research studies to show how international cultural differences influence HR practice. He contrasts the individualized, contractual approach of HR in the United States with other cultures' approaches, particularly the Japanese who take a moral and spiritual approach to managing workers. The author gives an overview of key cultural values of selected regions and countries, Japanese, British, European, Chinese, Post-Soviet (eastern Germany and Czech Republic) and post-colonial (Africa and India).

Harris, P.R., & Moran, R.T. (1996). Unit III—Culture specifics and business/service abroad. In *Managing Cultural Differences* (4th ed.). Houston, TX: Gulf Publishing Co.
The third unit of this textbook provides a useful basic explanation of cultural specifics of doing business and giving service in different regions. Chapters on North America, Latin America, Asia, Europe, the Middle East, and Africa, describe tips for doing business and negotiating in the countries within those regions. This is a good starting point for understanding the cultural differences that affect international workplace diversity.

Holden, R. (2001). Managing people's values and perceptions in multi-cultural organizations: The experience of an HR director. *Employee Relations, 23,* 614-626.
This article is a real-life description of the issues and challenges HR directors face in international organizations. The author uses his experiences in three global companies to illustrate problems and offer solutions.

Six regional perspectives on diversity. (2004). *The Diversity Factor, 12*, 7-24.
   In this article, six HR directors and diversity consultants from Africa, Canada,
   Europe, Australia, India and the Middle East describe what diversity means in a
   country or region. They explain the extent of diversity in their area of expertise and
   the challenges their cultures present to foreign leaders and HR managers. They
   identify best practices and offer a list of "do's and don'ts" for businesses and
   organizations wishing to operate successfully.

Von Glinow, M.A., Drost, E.A., & Teagarden, M.B. (2005). Counterintuitive findings in
   international HRM research and practice: When is a best practice not a best practice?
   In M. Losey, S. Meisinger, & D. Ulrich (Eds.), *The Future of Human Resource
   Management: 64 Thought Leaders Explore the Critical HR Issues of Today and
   Tomorrow* (pp. 392-399). Hoboken, NJ: John Wiley & Sons.
   Based on the results of a standardized survey completed by approximately 2,200
   managers and engineers, this article describes eight universal best practices organized
   into four HRM areas, selection, training and development, compensation, and
   performance appraisal. Respondents were asked to identify those human resources
   practices currently in existence and also those which will be important for the future.
   The findings illustrate the care with which HR managers must operate in a global
   corporate culture to ensure they design appropriately nuanced HR policies and
   processes.

Littrell, L.N., & Salas, E. (2005). A review of cross-cultural training: Best practices,
   guidelines and research needs. *Human Resource Development Review, 4,* 305-334.
   This article is an excellent resource for the HR manager responsible for training
   programs for expatriate employees. Cross-cultural training (CCT) promotes
   "intercultural learning through the acquisition of behavioral, cognitive, and affective
   competencies required for effective interactions across diverse cultures" and has been
   identified as a major technique for improving international management (p. 308).
   Using an extensive literature review, the authors identified first the components that
   make up the design and delivery of typical CCT programs, second, best practices in
   the design, delivery, and evaluation of those programs, and third, a number of
   activities multi-national corporations should undertake to improve and extend their
   expatriate training.

Markoczy, L. (1998). Us and them. *Across the Board, 35,* 44-48.
   This article provides a needed balance to the wealth of literature that analyzes and
   explains international cultural differences. Markoczy makes a powerful argument that
   too often individuals interpret each other's actions based on an effort to be sensitive
   to the impact of cultural differences. Using several examples from her own research
   and others' findings, she illustrates how simpler explanations for behaviors can be
   more accurate in many circumstances. She warns HR directors and overseas
   managers not to overuse explanations based on national and cultural differences.
   While cultural differences are real, using them as the only lens through which
   international human behavior is interpreted, leads to missed cues, missed
   opportunities, and mistakes.

Downsides of Diversity (Problems and how to prevent them)

Porter, J.C. (1995). Facilitating cultural diversity. *Journal of Management in Engineering*, *11*, 39-43.
HR managers need to know what 'worst' practices to avoid. This article summarizes some of the practices that inhibit and discourage diversity. The author focuses on the critical role of the manager, recognizing that unless diversity has "management support and leadership, the differences in individual values and organization culture can be too great to be assimilated naturally" (p. 40). In particular, he points out areas requiring cultural change and analyzes existing ways organizations limit criticism and conflict and thus create a homogeneous culture that discourages diversity.

McMillan-Capehart, A. (2006). Heterogeneity or homogeneity: Socialization makes the difference in firm performance. *Performance Improvement Quarterly, 19,* 83-98.
Organizational diversity goals are often seen as antithetical to an organization's need to have a successful person-organization fit. This article describes two sets of socialization techniques, those which promote homogeneity and those which are considered best practices for socializing the employee while supporting organizational and individual diversity.

Graham, J. (2004). Performance-based culture. *The Journal for Quality & Participation, 27,* 5-8. Retrieved on February 15, 2007 from
http://www.asq.org/pub/jqp/past/2004/spring/jqpSP04graham.pdf
Diversity initiatives are often criticized as either quota filling—without regard for a candidate's skills and abilities—or management-driven PR—without any real effect on how employees are managed and treated. Responding to these criticisms, diversity experts stress that initiatives must be accompanied by a results-oriented accountability. This article emphasizes the need for all employees to be held to high performance standards. In addition, it stresses that responsibility for diversity management and participation must be built into performance expectations.

Bassett-Jones, N. (2005). The paradox of diversity management, creativity and innovation. *Creativity & Innovation Management, 14,* 169-175.
Two of the strongest benefits of workplace diversity are the creativity and innovation it brings to an organization. This article gives HR managers a realistic understanding of both the benefits and possible negative consequences of diversity. Without a significant effort by HRM to manage the "sub-systems of recruitment, reward, performance appraisal, employee development and individual managerial behaviours," the organization will fail to support the conditions necessary for the positive effects of diversity, such as creativity and innovation, to flourish.

Kirby, S.L., & Richard, O. C. (2000). Impact of marketing work-place diversity on employee job involvement and organizational commitment. *The Journal of Social Psychology, 140,* 367-377.
As Digh, (1998a) observed, it is very easy for employees to resent an organization's efforts to become more diverse. Employees perceive a company's diversity efforts through the way top management and HR directors communicate the reasons for

engaging in diversity management. Employees' willingness to believe in those explanations, affects affect their job involvement and organizational commitment. Fairness, through constructs such as organizational justice, distributive justice, procedural justice, and systemic justice, plays a critical role in how accepting employees are of workplace diversity. This article's findings are invaluable for helping HR managers understand that HR process and procedures must be perceived to be fair and must be understood by employees to be motivated by reasons they can accept. Positive perceptions of "process" fairness and of "purpose" fairness, can offset the potentially alienating effects of outcomes or results that are not perceived as fair (p.374).

Barry, B., & Bateman, T.S. (1996). A social trap analysis of the management of diversity. *Academy of Management Review, 21,* 757-790.
This is a fascinating article on how to undertake activities that foster constructive diversity management and what to watch out for in terms of unintended consequences and side effects of certain types of diversity outcomes (p. 784). The social trap model used by the authors provides an analytical tool and a language for understanding how diversity initiatives work. Often small, individual decisions made by managers and employees support or derail the organization's diversity intentions. This model shows how to analyze situations where decision problems involve conflicts between the individual's desired or near-term outcomes and the collective or long-term consequences desired by the organization. Managers, in particular, are often put into social decision traps because they have conflicting responsibilities and goals.

Barry, B., & Bateman, T.S. (1996). A social trap analysis of the management of diversity. *Academy of Management Review, 21,* 757-790.
Workplace diversity, the authors observe, is a "virgin field lacking in theoretical frameworks" (p. 758). Along with recommending that social trap theory be applied to other topics such as leadership, group processes, etc., the authors suggest an interesting area of diversity study. Future researchers should examine how individuals work within organizational expectations through studying managers' thought processes as they navigate through particular types of diversity environments and challenges. They suggest using simulations or problem-solving scenarios and then tracking managers' verbal protocols. This would help understand the impact of organizational diversity efforts and expectations on the managers who must implement them.

McMillan-Capehart, A. (2006). Heterogeneity or homogeneity: Socialization makes the difference in firm performance. *Performance Improvement Quarterly, 19,* 83-98.
Observing that there is not enough research on the impact of diversity on organizations—particularly finely-grained studies of diversity's impact on firm performance—McMillan-Capehart calls for more research in this area (p. 4). Some studies examine the effect of more finely-parsed aspects of diversity, for example managerial skill in team building or composition of team's diversity characteristics on team goals and/or profitability. However much more research needs to be done in

this area before HR managers can conclusively identify the best practices that affect a firm's bottom line.

Lauring, J., & Ross, C. (2004). Research notes: Cultural diversity and organizational efficiency. *New Zealand Journal of Employment Relations, 29,* 89-103.
The authors affirm and broaden Mc-Millan-Capehart's observations on the need for further research into diversity's ostensibly positive effect on business goals and profits. "This positive link is only supported to a limited degree by in-depth research" and more often is based on opinion (p.89). They provide an excellent bibliography on the business case for diversity and extent the study of that business case to multinational corporations.

van Knippenberg, D., & Schippers, M.C. (2007). Work group diversity. *Annual Review of Psychology, 58,* 515-541.
This extensive article reviews work group diversity literature from 1997 – 2005 to assess the state of research in this field and to identify areas for further research. It concludes that the field needs a "more complex conceptualization of diversity" and a focus on the "processes that are assumed to underlie the effects of diversity on group process and performance" (p. 515). The bibliography is comprehensive and the concluding section highlights many areas for research and experimentation.

McMahan, G.C., Bell, M.P., & Virick, M. (1998). Strategic human resource management: Employee involvement, diversity, and the international issues. *Human Resource Management Review, 8,* 193-214.
While the literature review and the call for research in this article is slightly dated, it makes a point that is still extremely germane. The section on research ideology gives a good overview of models and approaches to date, noting that most of the theoretical research and model building that has been done, has been U.S.-centric. However, this is one of the few research review sections that examines diversity research models from other cultures.

Pitts, D.W. (2006). Modeling the impact of diversity management. *Review of Public Personnel Administration, 26,* 245-268.
Pitts reviews the literature on diversity management and concludes that "despite increased research, scholars have been slow in developing knowledge that can be used by the public sector manager" (p. 246). Joining with many other scholars, he also laments the "atheoretical nature of diversity research to date" (p. 246) and observes that most of the benefits have been acclaimed by consultants and illustrated by case study literature that can only probe incompletely into some of the relationships between diversity constructs, individual actions, and organizational effects. His literature review and bibliography form an excellent basis for research in public sector diversity issues.

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