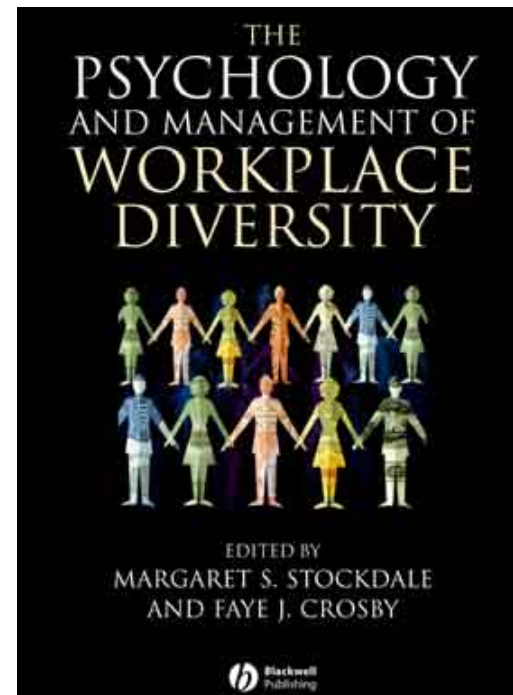# Diversity in organizations

Dr. A.H. de Lange

Part 1: What is diversity?

Agenda

- Practical issues
- Nestor
- Grading
- Conference: 18 oktober (Images)
- Chapter 1 (up to page 23) & 2

Break (14:00-14:15)

- 2 & 3 of Stockdale & Crosby (2004)

Practical issues

- Heavy study load!
- 6 hearing lectures + 5 training sessions (no academic quarter; 1 hour with group + 1 hour feedback option)
- Official registration by signing in for training sessions (secretary Social and Organizational psychology: 431)!!
- Research proposal: 4 parts (submit every Monday; start next monday)
- Conference 18 oktober

Literature
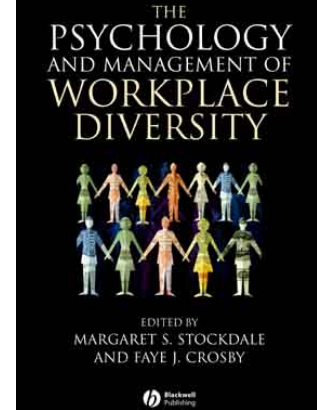
- Book: Stockdale, M.S.; Crosby, F.J. (2004). *The psychology and management of workplace diversity.* Blackwell Publishing Ltd: Oxford, UK.

   Chapter: 1 (p. 1-23), 2-6, 7, 12, 14

- -Additional peer-reviewed articles (to be downloaded from Nestor):

Articles

*__Week 2:__

Van der Zee, K., Van der Gang, I. (2007). Personality, threat and affective responses to cultural diversity. *European Journal of Personality, 21,* 453-470.

Van der Zee, K., Atsma, N., Brodbeck, F. (2004). The influence of social identity and personality on outcomes of cultural diversity in teams. *Journal of cross-cultural psychology, 35,* 283-303.

*__Week 3:__

Lange, A.H., de, Taris, T.W., Jansen, P.G.W., Smulders, P., Houtman, I.L.D., & Kompier, M.A.J (2006). Age as a factor in the relation between work and mental health: results from the longitudinal TAS survey. In: J. Houdmont, & S. McIntyre (Eds.), *Occupational Health Psychology: European Perspectives on Research, Education and Practice* (Vol. 1), Maia, Portugal: ISMAI Publications.

Articles

*Week 4:

- Van Oudenhoven, J.P., Ward, C., & Masgerot, A.M. (2006). Patterns of relations between immigrants and host societies. *International journal of Intercultural relations, 30*, 637-651.

*Week 5:

- Eagly, A.H., Johannesen-Schmidt, M.C., & Van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological Bulletin, 129*, 569-591.

- Sools, A.M., Van Engen, M.L., Baerveldt, C. (in press). Gendered career-making practices: On 'doing ambition', or how managers discursively position themselves in a multinational corporation. *Journal of Occupational and Organizational Psychology.*
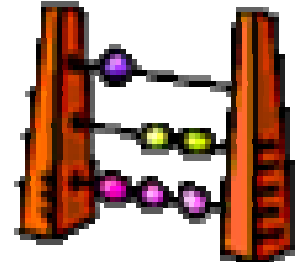
Grading

- Participation in training session is mandatory
- Grade
  - 60% research proposal and presentations
  - 40% exam (40 MC-questions)
 - At least 5.5 or higher on all parts

Content lectures

- **Week 2:** Theory: Cultural diversity (Van Oudenhoven-Van der Zee)
- **Week 3:** individual diversity: age diversity and health outcome (De Lange)
- **Week 4:** Cultural diversity and intervention (Van Oudenhoven)
- **Week 5:** Cracking the glass ceiling: gender issues (Van Engen)
- **Week 6:** Managing workplace diversity: leadership and heading forward (De Lange)
- **Week 7:** Conference (18-10-2007; 14:00-17:00)!

Research proposal
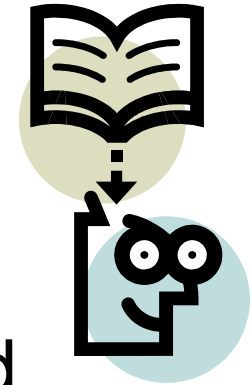
- Introduction: problem definition and hypotheses
- Method (3 different types)
  - respondents
  - instruments
  - procedure
- Expected results (per type of method)
- Discussion
  - Poster with summary

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Course Content Frame

VIEW TODAY   VIEW LAST 7 DAYS   VIEW LAST 30 DAYS   VIEW ALL

August 26, 2007 - September 02, 2007

Wed, Aug 15, 2007 -- - *Welcome*   Posted by: Annemie Wetzels

Dear Student:

Welcome to the course Diversity in Organisations. Please have a close look at the different links of this course and the course manual (to be found through the links course information or documents). The first hearing lecture will be on 3 september 2007 (Bladergroenzaal, 13:00-15:00). Do not forget to officially register yourself for this course by signing in for a lecture group/training session (by writing your name on the form at the secretary of Social & Organizational psychology; fourth floor Heymansbuilding).

Looking forward to meeting you in september!

Annet de Lange

the form at the secretary of Social & Organizational psychology; fourth floor Heymansbuilding).

Looking forward to meeting you in september!

Annet de Lange

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Staff Information

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1 ▾ **Dr. Annet de Lange**   Modify Remove

Email	a.h.de.lange@rug.nl
Work Phone	050-3636241
Office Location	room 422
Office Hours	only appointment possible through sending an email to: h.a.h.dijkstra@rug.nl
Personal Link	http://www.rug.nl/gmw/faculteit/medewerkers/objecten/824?lang=en

2 ▾ **Ferdi De Goede**   Modify Remove

Email F.J.de.Goede@student.rug.nl

3 ▾ **Annemie Wetzels**   Modify Remove

Email A.F.M.Wetzels@student.rug.nl

OK

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Course Information

Course information (Ocasys)

Timetable

Sign on for courses (ProgRESS WWW)

Course manual
coursemanualversion2.doc (106 Kb)
With information about the literature, assignments, contents of lectures etc.

Group schedule

	Instructor	Time	Location
Groups 1,2	Ferdi de Goede	1-09.00 - 11:00, 2-11:00-13:00	Munting 055
Group 3	Annemie Wetzels	3-09:00 - 11.00	Munting 155
Group 4	Annet de Lange	4-11.00 - 13.00	Munting 155

Nb. The work lectures will start exactly at 9 or 11 am: there will be no 'academic quarter'!

Planning presentations
Presentation schedule Diversity in Organisations.doc (28 Kb)

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Course Documents

course manual
coursemanualversion2.doc (106 Kb)
With information about the literature, assignments, contents of lectures etc.

Links to articles

Tips for review

Tips for writing

Presentations guest lecturers 2006 (Dutch slides)

Foto's and video's conference 2006

More information about the book

Example poster
Groep 1e Poster.ppt (1.13 Mb)
poster.doc (67 Kb)

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Assignments

Part 1: Introduction, problem definition, and hypotheses
With this hyperlink you can submit Part 1 of the assignment.
>> View/Complete Assignment: Part 1: Introduction, problem definition, and hypotheses

Part 2: Introduction, methods and results

With this hyperlink you can send in part 2 of the assignment.

>> View/Complete Assignment: Part 2: Introduction, methods and results

Part 3: Intruduction up to and including discussion (version I)
With this hyperlink you can send in part 3 of the assignment.
>> View/Complete Assignment: Part 3: Intruduction up to and including discussion (version I)

Part 4: Intruduction up to and including discussion (version II)
With this hyperlink you can send in part 4 of the assignment, the final report.
>> View/Complete Assignment: Part 4: Intruduction up to and including discussion (version II)

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(07/08)) DIVERSITY IN ORGANISATIONS (PSBA3-AOP2.2007-2008) > DISCUSSION BOARD

Discussion Board

Forum

Search [   ]   ☐ **After** Sep ▾ 02 ▾ 2007 ▾ ▦   [GO]

in [Current Discussion Board ▾]   ☐ **Before** Sep ▾ 02 ▾ 2007 ▾ ▦

Display Order	Forum	Total Posts	Unread Posts	Total Participants				
1 ▾	Ask and help Forum	0	0	0	Modify	Manage	Remove	Copy

If you have any question about the course material
Put it on this forum
maybe someone else can help you out.

[OK]

Diversity

Dis/dives = formed on the basis of its contrast

Vertere = turn

Ch. 1: What is diversity?

- Short history: last decade of 20th century
- Different definitions
- Diverse work organizations are those in which the people who work together differ along the dimensions that society has deemed important
- Focus on specific groups or stress power differences
- Book: *"refers to differences among people that are likely to affect their acceptance, work performance, satisfaction, or progress in the organization"*

Types of diversity

- Visible characteristics (age, ethnicity, gender: creating "faultlines" that group members use to form new subgroups)

- Invisible characteristics (personality, values, professional background)

- relational (age teammember) "visible/surface-level"

- taskrelated/ functional (expertise) deep-level diversity

Why focus on diversity?

- Demographical changes
- Changes labour market
- Economic changes
- Globalization
- Growth service sector (provider and customer)
- Electronic revolution
- Changes type of work (part-time and more freelance)
- Different legislation (workplace open for women etc.)

Dutch Legislation

Article 1 of the constitution:
"all who are living in the Netherlands, in equal cases, will be treated equal. Discrimination based on religion, convictions about life, political preference, health, race, gender or other characteristics is not allowed"
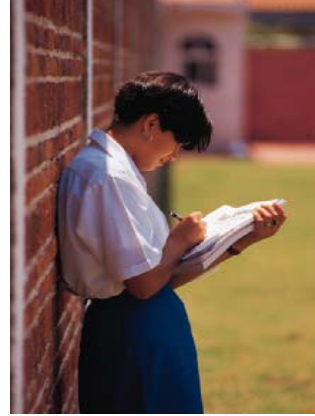
Ch. 2: Arguments against diversity?

1. Diversity impairs organizational effectiveness
2. Women lack commitment to employment
3. The disabled drive up employment costs.
4. Older workers have little potential for payback
5. Diversity is just the politically correct term for affirmative action

Different forms of discrimination

- benovelent sexism: gender roles based on wanting to protect women
- Forms of discrimination or diversity resistance:
    - Modern racists (subtle prejudices; problems with affirmative actions)
    - Symbolic racists (against influencing own values and equality; not changing racial status quo)
    - Aversive racists (rationalizing; using aforementioned arguments→policy should be based on majority)

Different myths
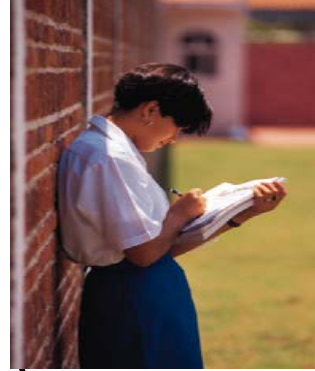
- Myth of meritocracy (performance society): anyone can succeed by (denying the systems of oppression and priviledge that stifle or provide opportunities)

- Myth of colorblind ideal: Everyone is equal (not recognizing power differentials etc.)

- Melting pot myth: different cultures and races can live in harmony (American identity; not recognizing assimilation problems etc.)
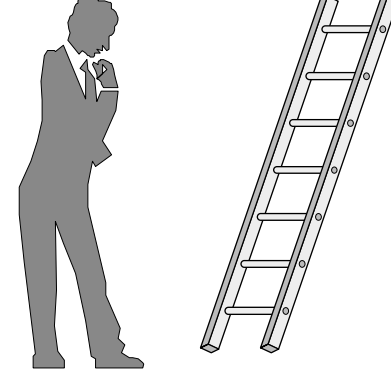
Ch. 3: Models and practice

- Theory is young (1990s)

- Early models: organizational states and how to realize positive change

- Older models: more complex and focus on process

Early theories

- Response to demographic changes on labour market
- Description of fases or states in organizations
- How to change and under which conditions
- Characteristics of successful organizations
- Aim: successful management of a diverse workforce
- Diversity management= "*commitment on the part of the organization to recruit, retain, reward, and promote a heterogeneous mix of productive, motivated and commited workers including people of color, whites, females and the physically challenged*"

Early Models
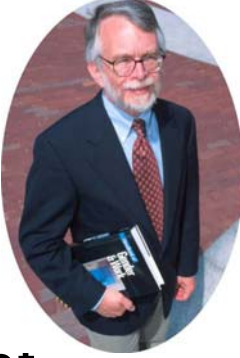
1. Powell (1993): characterizes diversity management in terms of how organizations react to equal employment opportunity (proactive (own initiative), reactive (following) or benignly (do nothing)

2. Cox (1991): 3 types of organizations (stages of receptivity for valuing diversity; level of integration):

- monolithic (accepting minority if they adapt to dominant culture),

- pluralistic (recognizing added value of mulicultural workforce; but not changing own structure),

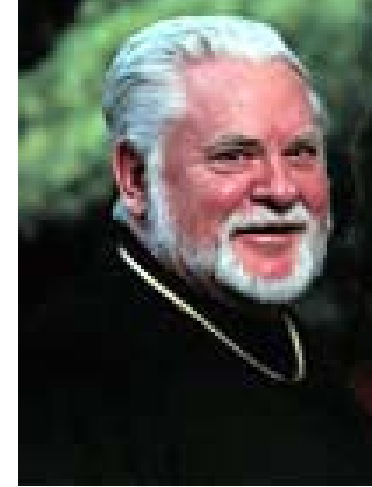- multicultural (modified structure and culture)

Early models (II)

Thomas's Model (1996):

3 categories of reactions of organizations:

-Positive discrimination or affirmative action (higher percentage minority)

-Valuing differences (acceptance)

-Diversity management (change core culture and systems: 8 possible steps; p. 59)

Early models (III)

1. Golembiewski's model (social history):

   5 approaches or reactions to changing demographics

- Diversity under duress (need to solve a problem)
- Equal opportunity (reaction to legal requirement)
- Affirmative action (legal requirement)
- Valuing differences (less conflict)
- Diversity management (changing structure, system and policies)

Intermediate models

- More attention to process
- For example, Thomas & Ely (1996): a learning orientation (open culture; adapting, accepting and encouraging change) is needed to realize diversity management
- Adjusted Cox model: 5 different activities to change into a multicultural organization
- cross-disciplinary communication

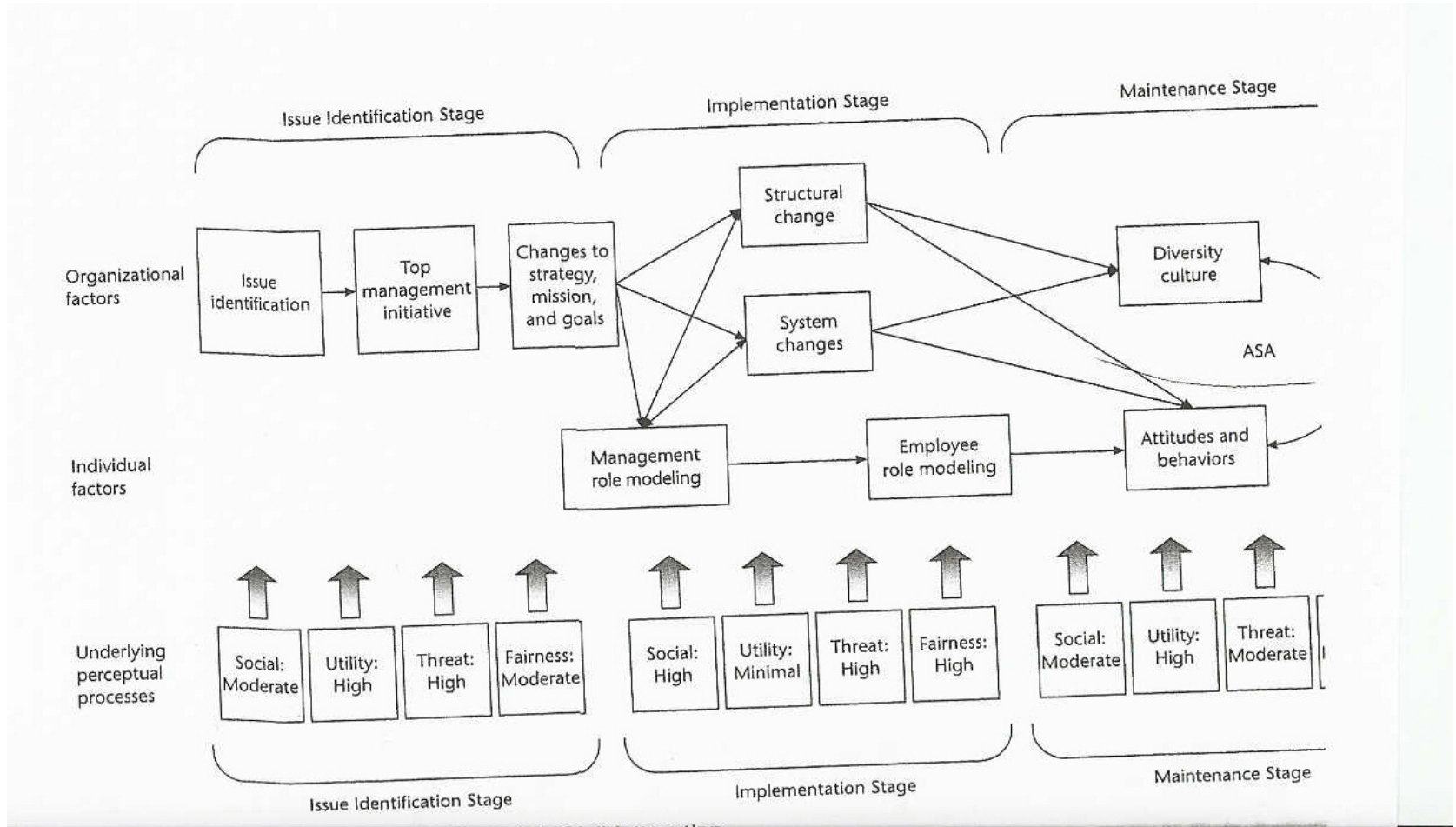# Cox adjusted model (sytematic approach and processes)
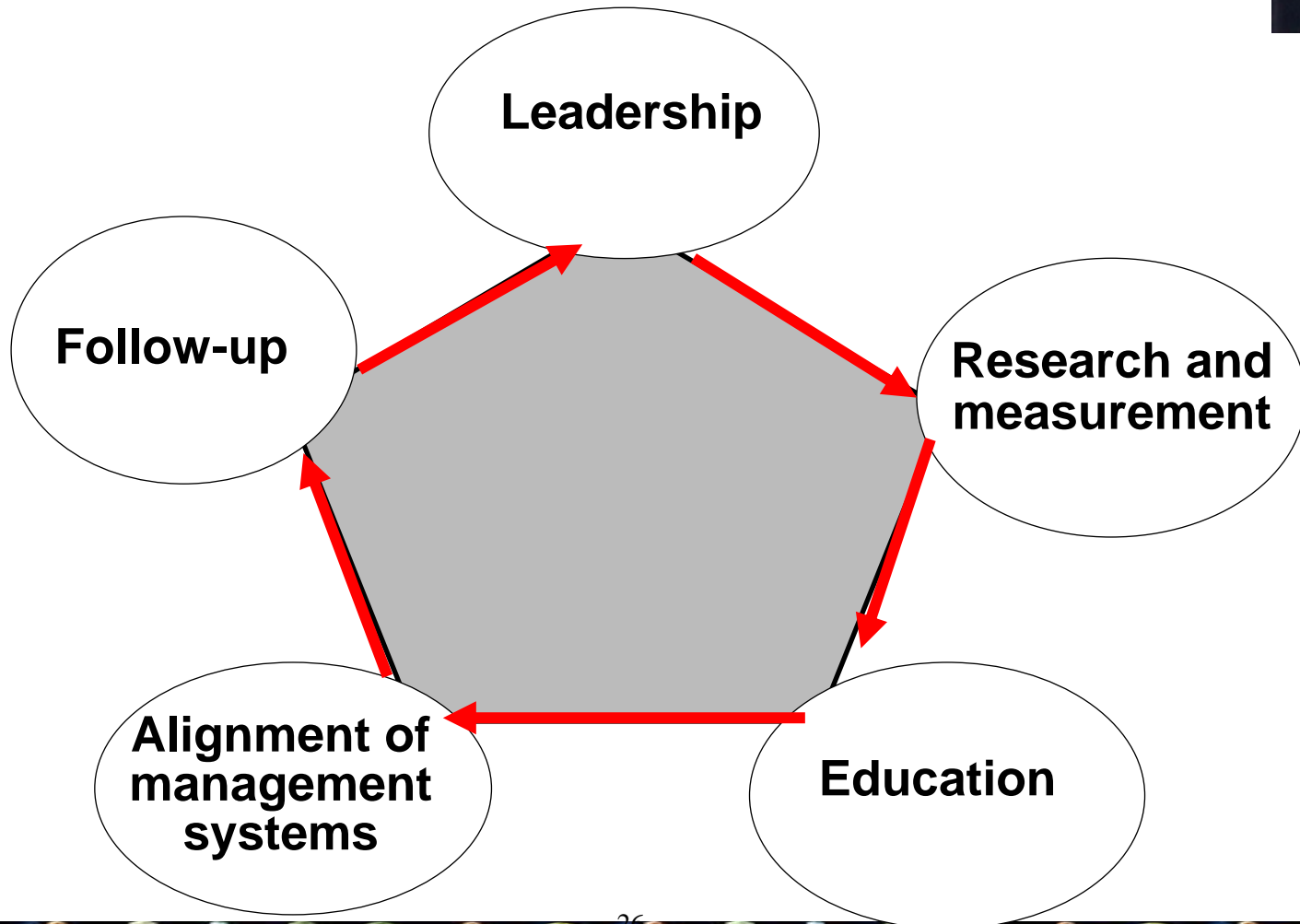
Allen & Montgomery (2001)

■ Also addressing stages, but more focus on managing the change process (OB: reaction to change)

unfreezing→moving→ refreezing→competitive advantage

Book (p. 66): Full Integration model (multi-level)

Full integration model

- **■** Diversity management as a multi-level, sytems-based, three-stage process:

  1 issue identification (making diversity management a priority),

  2 implementation (new policies implemented),

  3 maintenance (processes are established, supporting diversity management)

- **■** 4 fundamental perceptual processes:

  -social perceptions (e.g. stereotypes and social identities),

  -perceptions of threat,

  -perceptions of justice,

  -perceptions of utility (financial benefits?)

- **■** Effective process: positive selection mechanism and maintenance of changes

ASA Framework
(Greenberg, Pyszczinski, & Solomon, 1990)

- A = Attraction
- S = Selection
- A = Attrition

Homogeneity trend in organizations. Positive for well-being, but not for flexibility (**Schneider & Goldstein, 1995)**

Social identity and self-categorization theories
(Schneider & Northcraft, 1999; Tajfel & Turner, 1987)

- Social identity refers to the notion that the individuals have some collective awareness of themselves as belonging to various groups that share some common identity
- Individuals derive self-identity from social categories, and different social categories are meaningful to different individuals (groups that contain the self=ingroup)
- When team members focus more on their own cultural identity than on their team identity→ conflicts may develop

Social Identity theory
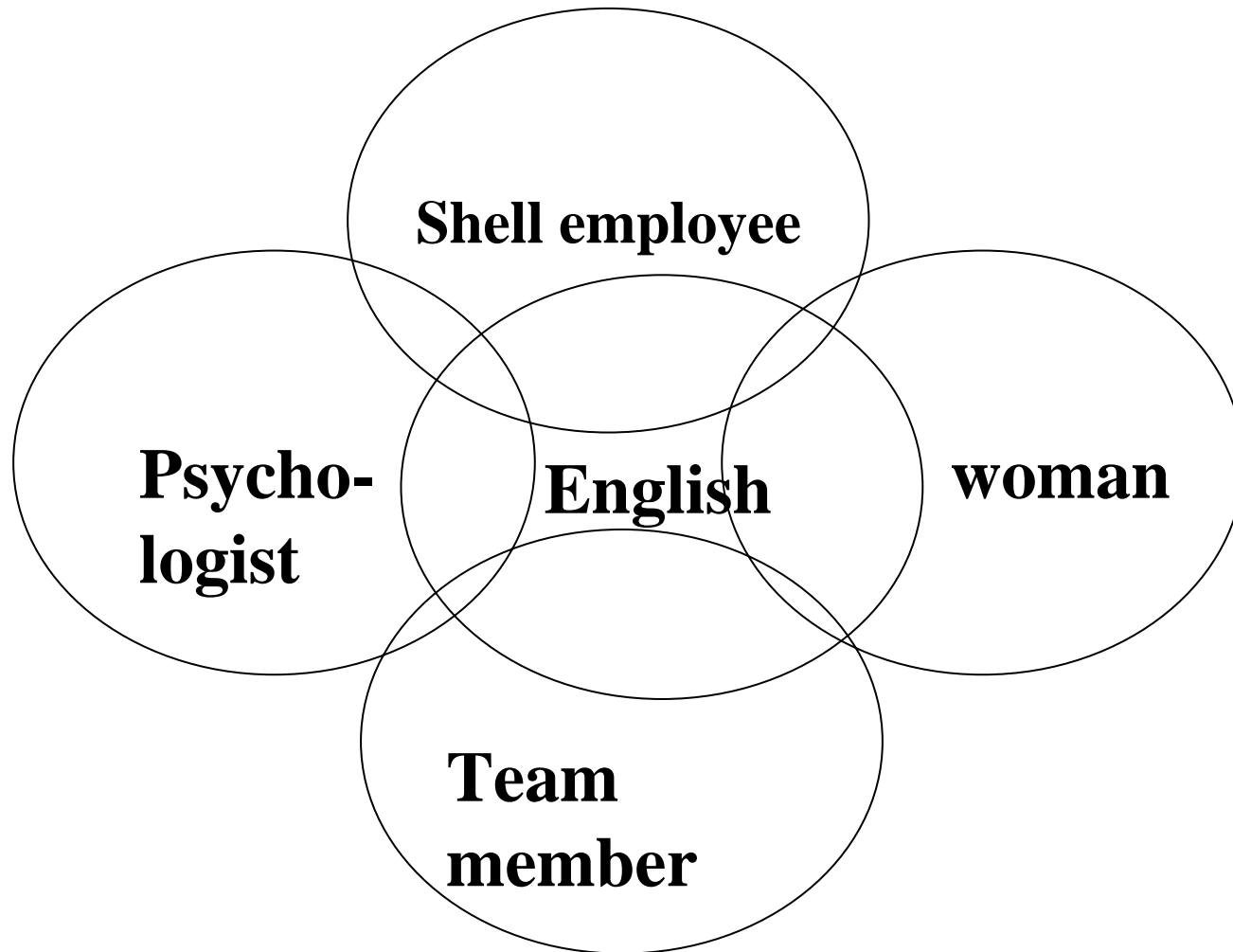
Empirical results for diversity?

- Individual outcomes: positive, but few studies

- Group outcomes: more studies (experimental and longitudinal), but mixed results (positive as well as negatuve)

- Organizational outcomes (case studies): positive financial effects, but more research needed.

The research proposal

- See example and all relevant information on Nestor + course manual

- Find actual and relevant diversity in organizations Topic

- Based on recent newspaper article (2006-2007)

Why women are promoted to top jobs where they are bound to fail

By **Mark Reynolds**

WOMEN who make it into the top jobs are still in much more danger of getting the sack than men.

Rather than the "glass ceiling," the big threat to women's success in top roles is now the "glass cliff," psychologists have discovered.

Women who successfully secure top jobs tend to be promoted only into risky, difficult positions where the chance of failure is high.

Psychologists at the University of Exeter found that when all is going well in a company, male managers tend to be appointed.

But, at a time of crisis, women get the top jobs with chairmen believing a "soft" approach may be needed.

Dr Michelle Ryan, who led the research, said: "Metaphors such as the glass elevator and the glass ceiling are commonly understood when considering the barriers to women's progression in the workplace.

"Research into the glass cliff examines what happens once women begin to shatter the glass ceiling."

The glass cliff is a dangerous place to be. Companies that have experienced consistently bad performances tend to blame their leaders.

Women are often in greater danger of being held responsible for negative outcomes which were set in train well before they assumed their new roles. Researchers found that glass cliffs were not only prevalent in high finance, but also in politics where women are asked to run in less winnable seats or given more risky Cabinet positions.

Glass cliffs are also present in the law, where women are assigned to more risky cases than men.

Dr Ryan said a good example was Margaret Thatcher who met a series of glass cliffs. Her first brush with politics was to run as a Conservative candidate twice in a safe Labour seat, losing at both attempts.

She was later made Education Minister in the early 1970s when student radicalism was at its peak, and she faced riots and strong criticism.

Finally in 1979 she became Prime Minister at a time when Britain was facing rampant unemployment and economic recession.

Dr Ryan, whose study was presented yesterday to a British Psychological Society conference in Edinburgh, said: "Our research suggests that the positions women are attaining are not necessarily as attractive as those attained by their male counterparts."

Summarizing

- Practical issues
- What is diversity
- Arguments against diversity
- Risks, mythes and stereotyping
- Models and process
- Research proposal!

Quote
Mark Twain (American humorist)

It were not best that we should all think alike;

it is difference of opinion that makes horse races.

embrace diversity