

# LESSON 41

## TRAINING FOR DIVERSITY

Dear Friends,

In this lesson you will be exposed towards various perspective of training.

After reading this lesson you will be able to understand diversity issue, Handle multicultural environment.

### **Introduction:**

An effective organisation is one which recognises and maximises the differences that exist within individuals whether they be age, sexual orientation, gender, race or disability.

One needs to explore the issues surrounding diversity in the workplace, the legislation that exists and the benefits that a diverse workforce can bring to your organisation.

### **Diversity Issues**

Diversity issues related to race, gender, age, disabilities, religion, job title, physical appearance, sexual orientation, nationality, multiculturalism, competency, training, experience, and personal habits are explored in these links. The bias is toward valuing diversity.

### **Managing Diversity Training Course Objectives:-**

Such training course helps delegates to:

- Achieve a clear understanding of diversity and the different forms it can take.
- Understand the differences between diversity and equal opportunities.
- Recognise the benefits that diversity can bring to your organisation.
- Build a business case for introducing a culture positively embracing diversity into your organisation.
- Understand the key employment legislation and the impact on your business.

### **Managing Diversity Training Course Content**

- Defining Diversity in the Workplace
- Understanding the concept of diversity
- Exploring the difference between diversity & equal opportunities
- Identifying the impact of diversity on your business
- Best practice for a diverse
- Understand the impact of demographic and market changes
- Managing Diversity at Work
- legislations and developments
- Preparing for the introduction of the 'Age discrimination'
- Identify diversity issues in your organisation that need to be addressed

- working environment
- The Organisation Benefits Diversity
  - Identifying the direct benefits of diversity on the organisation
  - Uncovering the indirect benefits
  - The effect of diversity on organisational behaviour

- Action Planning
- Implementing diversity in your work place
- Planning your key next steps

## Attitudes

Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Since attitudes often relate in some way to interaction with others, they represent an important link between cognitive and social psychology. As far as instruction is concerned, a great deal of learning involves acquiring or changing attitudes.

Attitude change is especially relevant to management and sales training.

Hovland, Janis, & Kelly (1953) provided one of the first major theories of attitude change, developed in the framework of Hull's learning theory, and oriented towards the effects of persuasive communication. According to the Hovland all theory, changes in opinions can result in attitude change depending upon the presence or absence of rewards. The learning of new attitudes is no different in nature than any other verbal or motor skill, except that opinions relate to a single proposition whereas other skills involve a series of propositions. The acceptance of a new opinion (and hence attitude formation) is dependent upon the incentives that are offered in the communication.

Heider (1958) developed a balance theory of attitude change that was influenced by Gestalt principles. In Heider's theory, when beliefs are unbalanced, stress is created and there is pressure to change attitudes. The two main factors affecting balance are the sentiment (e.g., liking, approving, admiring) and unity (e.g., similarity, proximity, membership) qualities of beliefs. Balance exists if the sentiment or unity between beliefs about events or people are equally positive or negative; imbalance occurs when they are dissimilar in nature.

Abelson (1968) and others developed theories of cognitive consistency. Cognitive consistency suggests that people will try and maintain consistency among their beliefs and make changes (i.e., accept or reject ideas) when this doesn't occur. For example, if a college student who wants to live in a coed dormitory and also wants to get good grades is presented with the fact that students who live in coed dorms get poor grades, the student will either reject this proposition or change his attitudes about coed dorms or good grades.

Festinger's theory of cognitive dissonance is one of the best known and most researched frameworks pertaining to attitude change. According to this theory, attitude change is caused by conflict among beliefs. A number of factors determine the strength of the dissonance and hence how much effort is required to change attitudes. By manipulating these factors, attitude change can be facilitated or inhibited.

## ARTICLE

### **Communication Theory and Training Approaches for Multiculturally Diverse Organizations: Have Academics and Practitioners Missed the Connection**

by Marguerite Arai , Maryanne Wanca-Thibault , Pamela Shockley-Zalabak

While a number of articles have looked at the importance of multicultural training in the workplace over the past 30 years, there is little concrete agreement that documents the common fundamental elements of a "successful" diversity initiative. A review of the training literature suggests the importance of human communication theory and practice without including important research, methodologies, and practice from the communication discipline. This article examines formal diversity approaches, provides examples from the literature of several successful diversity initiatives in larger organizations, identifies the limited use of communication-based approaches in diversity training, and discusses the importance of integrating communication theory and practice in future training efforts.

Since the early 1970s diversity in the workplace has increased creating new situations for which many organizations have not been prepared. Broadly defined, cultural diversity can be understood as differences in age, ethnic heritage, gender, physical ability and qualities, religious belief, and sexual/affectual orientation.[1] For example, of the 2.9 million women in the workforce who hold management or administrative positions in the private sector, 86 percent are white.[2] Expectations for the next decade predict women and people of color will fill 75 percent of the 20+ million new jobs created in the United States. By the year 2010 white men are expected to account for less than 40 percent of the total American workforce. Managing this diversity involves the "systematic and planned commitment by organizations to recruit, retain, reward, and promote a heterogeneous mix of employees." [3]

The influx of women and people of color in the workplace has frequently led to confusion, discomfort, and irritation. Indeed, workplace...

### **Prejudice and behavioral archetypes: a new model for cultural-diversity training.**

by Lyle Sussman

"You can be sincere and still be stupid."

- Charles Kettering

Although the content of cultural-diversity training will vary depending on the unique requirements of the organization and the creativity of the trainer, certain strategies and topics are likely to be common across most, if not all, training programs. One of these strategies is to discuss the conditions under which a given comment or behavior is seen as racist, sexist, or discriminatory.

Having conducted these discussions many times in many organizations, I am always struck by the heated and wide-ranging interpretations employees (both minority and nonminority) will attach to a given verbal or behavioral cue that is inherently ambiguous. For example, consider the statement "Your hairstyle is not appropriate," uttered by a white female supervisor to an African-American female with beaded corn rows. Some

(both black and white) interpret this comment as racist and others (again both black and white) interpret it as totally acceptable.

As trainers we have the responsibility to help participants understand why this...

*"SYNERGY FROM OTHERS":*  
**CULTURAL DIVERSITY ON CAMPUS**

**"Synergy from Others"** defines some key dimensions of diversity and the effects of assimilation in the past, examines obstacles such as stereotyping, garbled communication, and collusion, and suggests how to institutionalize the changes that move valuing diversity from rhetoric to reality.

**Scenes Included in the Program:**

**WE HAVE BECOME THE SAME**

Life would be easy if we were all alike, but it would be *BORING!* A montage alluding to a homogenous world illustrates why celebrating diversity is a far more attractive route.

**COKE ADDS LIFE?**

This humorous vignette provides an example of how we inadvertently prevent ourselves from experiencing all the flavors life has to offer. The character tells about his "Coke" drinking family, and how taking the Pepsi challenge reveals the satisfaction he could have had if he had given other brands a chance.

**\*IMPOSTOR**

A young woman recounts her family's move from a large city to "small-town-USA". She is socially successful until she begins to feel that her Jewish heritage must be kept a secret in order to maintain that acceptance. The resulting low self-esteem prevents her from celebrating accomplishments. Instead, she feels like an impostor.

**TYPES**

The absurdity of some commonly held stereotypes regarding race, age, and gender becomes obvious in this humorous diatribe. Some double standards between men and women are examined as well.

**\*THE BASHER**

Bias, hatred and violence born from anger backfires when a man participates in a violent act with his peers, only to discover later that his daughter was one of the victims. This no-holds-barred look at racism emphasizes that we must move beyond intolerance to insure our mutual survival.

## Personality types, recruiting professionals deal with

If an old warhorse professional retired and wrote his or her memoirs, it would definitely have some affectionate memories of the more interesting candidates dealt with during the long career. Below are a few major types recruiters will nod smilingly at. Chances are that people in recruiting positions become the same way when they are job hunting. Hiring is a people business, remember?

Dividing candidate behaviour into creative categories, requires a little research and much introspection. Here are the results for all to see.

### Types of candidates:

**Butterfly** - a candidate with a colourful work history, who changes organizations every 6 months.

**Chewing gum** - this type clings tightly to the current assignment despite having good offers from other companies. More out of nervousness than loyalty.

**Border problem** - one who announces he is leaving for a better offer, but instead of leaving, tries to get a better deal in the current company.

**Tourist** - asks about holidays, Saturday's work timings, travel allowance etc more than job description and growth.

**Radar operator** - is always looking for something better, no matter how good things are within the current organization.

**Morph artist** - this kind of candidate can have his/her resume itself change quite unrecognizably, the next time s/he approaches you.

**Godfather** - negotiates a salary package so hard that the HR person is nearly willing to part with a fraction of his/her own salary.

**Ghost** - joins the new company but disappears in two days, because that even better offer clicked.

**Secret agent** - hates to give information about himself. May have missing fingernails from being made to talk at earlier interviews.

**Phone book** - name dropper, knows everybody in the phone book, unfortunately none of them know him.

**Rescheduler** - will call before the interview and reschedule to buy more time. Excuses he gives include rescheduling funerals and weddings just to see you.

READ THE FOLLOWING STORY WRITE YOUR CONCLUSION

1

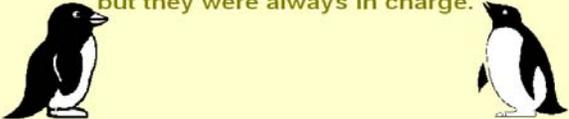
## A Peacock in the Land of Penguins

Adapted from a book by  
BJ Gallagher Hateley & Warren H. Schmidt

2

There once was a time,  
in the not so distant past,  
when **penguins** ruled many lands  
in the Sea of Organisations.

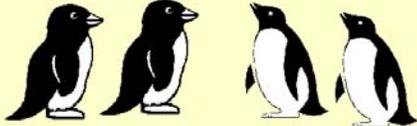
These **penguins** were not always wise,  
they were not always popular,  
but they were always in charge.



3

The top management wore the same outlook  
in their distinctive **black and white suits**.

They believed that uniformity is  
the way to do things;  
Uniformity is Unity.



4



On the other hand, worker birds wore  
**colours** and outfits that reflected their work  
and lifestyles.



5

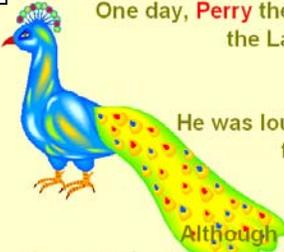
Birds who aspired to move up  
the corporate ladder were encouraged  
to adopt the **penguins'** code of conduct  
and wear the **penguin suits**.

They learn the **penguin stride** and  
follow the example of their leaders.



6

One day, **Perry** the peacock joined  
the Land of Penguins.



He was loud, **colourful** and  
full of new ideas.

Although he was different,  
the **penguins** were impressed by his new  
ideas. They felt that he has real **Penguin**  
Potential.

7

Initially, everyone was happy.

The penguins were pleased with their new recruit.

Perry was creative and he brought in good results.

**Target = Results**



8

However, as time went by, the penguins began to murmur against Perry.

He was too loud, too colourful and had too many new ideas that intruded the penguins' comfort zone.

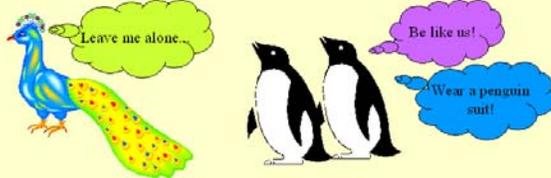


9

Perry was also unhappy. The penguins tried to turn him into a penguin.

He was told to "try to be like the rest of us, wear a penguin suit".

Both parties were unhappy.



10

We see this story unfolds in many organisations today.

Creativity and innovation are seen to be "a breath of fresh air" in many organisations.

Many "Perrys" are recruited for their creativity. Yet, along the way, their creativity is stifled by the need to conform to the norm.

11

There will always be Penguins and Peacocks in any organisations.

Other than penguins and peacocks, there are also pigeons who are peacemakers in the office,

Sparrows who try to be neutral so as to keep a low profile or



Ostriches who choose to bury their heads in the sand.



12

Peacocks bring in varieties and new ideas, But, the stability provided by the penguins must not be ignored.

Penguins, being the backbone of the organisation, need to recognise that diversity can exist in an organisation if there is acceptance and trust.





THE END

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