# INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# UMI

# ABSTRACT

Name:  Stacy L. Ball          Department:  Management

Title:  Workforce Diversity:  Perspectives from Human

 Resource Management and Human Resource Development

Major:  Business Education      Degree:  Doctor of Education

Approved by:                   Date:

_John D. Scriven_              _May 1, 1995_
Dissertation Director

**NORTHERN ILLINOIS UNIVERSITY**

# ABSTRACT

The purpose of the study was to help human resource development (HRD) practitioners, as well as traditional human resource management (HRM) practitioners, build an objective, coordinated approach to managing and developing a diverse workforce. For purposes of this study, workforce diversity included the following categories: age, ethnicity, gender, and race.

A descriptive survey was conducted with HRM respondents from Chicago standard metropolitan statistical area organizations with 500 or more employees at corporate headquarters. Survey questions focused on types of diversity programs currently in use; objectives for instituting diversity efforts; preferences for programs and efforts aimed at diverse employee attraction, retention, and development; and diversity effectiveness measurements.

Survey results were summarized and presented to five HRD practitioners who were then interviewed. Questions centered on ways to organize and coordinate diversity efforts, criteria used to determine the relative importance of various diversity efforts, types of useful effectiveness measurements, and elements that both aid and hinder the diversity effort.

Several conclusions and implications were derived

from the survey and interview results. The general conclusion was that traditional HRM practitioners approach diversity from a programmatic perspective and take a reactive compliance orientation to diversity. HRD practitioners believed systemic organizational change is necessary prior to instituting any diversity programming efforts. Further, HRD practitioners approached diversity from a more proactive developmental perspective. To be truly effective, workforce diversity should be approached in a coordinated way between HRM and HRD.

NORTHERN ILLINOIS UNIVERSITY

WORKFORCE DIVERSITY: PERSPECTIVES FROM HUMAN

RESOURCE MANAGEMENT AND HUMAN

RESOURCE DEVELOPMENT

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF EDUCATION

DEPARTMENT OF MANAGEMENT

BY

STACY L. BALL

DEKALB, ILLINOIS

AUGUST 1995

UMI Number: 9604230

Copyright 1996 by
Ball, Stacy Lee
All rights reserved.

# UMI

300 North Zeeb Road
Ann Arbor, MI 48103

Certification: In accordance with departmental and

Graduate School policies, this dissertation

is accepted in partial fulfillment of

degree requirements.


_Jolene D. Scriver_
Dissertation Director

_May 1, 1995_
Date

ANY USE OF MATERIAL CONTAINED
HEREIN MUST BE DULY ACKNOWLEDGED.
THE AUTHOR'S PERMISSION MUST BE OBTAINED
IF ANY PORTION IS TO BE PUBLISHED OR
INCLUDED IN A PUBLICATION.

# ACKNOWLEDGMENTS

This dissertation was written with the help and support of many people. I would like to thank them for their involvement.

First, I would like to thank Dr. Jolene Scriven, my dissertation chair. Dr. Scriven provided guidance to the process and also provided many suggestions for content improvement. I would also like to thank the other members of my committee for their valuable input and suggestions: Dr. John Niemi, Dr. Christine Scheck, and Dr. Betty Schroeder.

Dr. James Van Haneghan provided statistical help with the survey instrument. His suggestions eased the data analysis process. I am grateful for his help. I would also like to thank the many human resource managers who took the time to respond to my survey and the human resource development practitioner interviewees who graciously committed their time to this project.

Finally, I am especially thankful to my husband, Bob, and daughters, Amanda and Bethany, for their understanding and support. They have shown great patience throughout this project.

# TABLE OF CONTENTS

Chapter                                                    Page

            Developing a Diverse Workforce  . . . . . . .  151

                Structural changes . . . . . . . . . . . .  151

                Attitudes  . . . . . . . . . . . . . . . .  153

                Diversity programs . . . . . . . . . . . .  153

                Values statements  . . . . . . . . . . . .  155

            Research Question Seven  . . . . . . . . . .  155

                Trends  . . . . . . . . . . . . . . . . . .  155

                Important Criteria  . . . . . . . . . . .  156

            Research Question Eight  . . . . . . . . . .  158

                Coordination between Attraction and
                Retention  . . . . . . . . . . . . . . . .  160

                Coordination between Retention and
                Development  . . . . . . . . . . . . . . .  161

            Research Question Nine  . . . . . . . . . . .  163

                Attitudes  . . . . . . . . . . . . . . . .  163

                Numerical Goals . . . . . . . . . . . . . .  164

                Mentoring Program  . . . . . . . . . . . .  166

            Research Question Ten . . . . . . . . . . . .  167

                Elements that Aid Diversity . . . . . . . .  168

                Elements that Hinder Diversity  . . . . . .  170

            Summary . . . . . . . . . . . . . . . . . . . .  172

    5.  DISCUSSION AND IMPLICATIONS . . . . . . . . . .  177

        Research Question One . . . . . . . . . . . . . .  178

            Training Programs . . . . . . . . . . . . . . .  179

            Compensation/EEO/Staffing Programs  . . . . .  180

            Organization Development Programs . . . . . .  181

Chapter                                                          Page

# LIST OF TABLES

Table                                                               Page

# LIST OF APPENDICES

# CHAPTER 1

## FRAMEWORK OF THE STUDY

During the next several years, management attention will be sharply focused on workforce diversity. America is experiencing shifts in demographic composition among its current and future labor pools. The average employee age is increasing, more women are entering the labor market, and the Caucasian male-dominated workforce is being replaced by a heterogeneous work group consisting of a variety of racial and ethnic groups.

According to research by the Hudson Institute (1988; Johnston & Packer, 1987), the American workforce is changing dramatically with regard to demographic profiles. The average age of the American worker is increasing, with the median age moving from 28 in 1970 to a projected age of 36 in the year 2000. This figure, combined with an overall drop in labor-pool growth expected by the year 2000, will result in fewer young people available to replace older workers (Johnston & Packer, 1987). Organizations, then, will compete for an increasingly older labor pool and will need to consider benefit and compensation changes to attract older workers.

Another demographic change concerns the increasing number of women entering the workforce, many of whom will

hold professional and managerial positions. By the year
2000, 64% of new entrants to the labor market will be
women (Johnston & Packer, 1987). Many of these women will
be of child-bearing age and will have a strong interest in
child care and flexible scheduling.

Minorities are also increasing their representation
in the workplace. Of all new entrants to the labor market
by the year 2000, 20% will be native non-Caucasian. This
figure is double the rate of native non-Caucasian new
workers in 1985 (Johnston & Packer, 1987).

This increase in minority entrants to the labor
market presents a challenge to organizations in the area
of training and education. Employers are requiring more
education for entry-level jobs: 12.8 years in 1987 com-
pared to 13.5 years in 2000 (Johnston & Packer, 1987).
The problem for employers will be to find enough qualified
minority candidates to fill these new requirements. Ac-
cording to United States (U.S.) census data for the year
1988, 20.9% of Caucasians obtained four or more years of
college (Bureau of the Census, 1990; Office of Educational
Research & Improvement, 1990). In contrast, the rate of
college attendance (four or more years) by African Ameri-
cans was 11.3% (Bureau of the Census, 1990; Office of
Educational Research & Improvement, 1990; American Council
on Education, 1989). In other words, African Americans
have been graduating at slightly over half the rate of

Caucasians, yet the population projections indicate that the number of African Americans is increasing at over twice the rate of Caucasian Americans (Bureau of the Census, 1989, 1990).

While demographic projection data have been widely available for the past few years, questions remain concerning how organizations are using these data. For example, given the population shift trends, are corporations addressing ways to attract, retain, and develop this increasingly diverse workforce; if so, what types of programs do they offer?

## Problem Statement

This study determined the extent and types of workforce diversity programs in existence in organizations as categorized by attraction, retention, and development of the employee pool from a human resource management (HRM) perspective.

Alternative ways of coordinating these diversity programs were then examined from the perspective of human resource development (HRD) practitioners, with attention to increasing the effectiveness of diversity offerings in organizations.

## Purpose

The intent of this study was to help traditional human resource managers, as well as HRD practitioners,

build an objective, coordinated approach in managing and developing a diverse workforce.

Typically, the HRD function is charged with individual and employee group developmental programs. This charge is interpreted as designing, implementing, and evaluating a variety of employee skill and knowledge programs. These programs are aimed at enhancing an individual employee's career options, as well as strengthening the entire employee labor pool's long-term skill and knowledge levels. When examining the developmental needs of an increasingly diverse workforce, then, attention will focus on the HRD function, with its responsibility for training, organization development, and career development (Watkins, 1989).

In contrast to the HRD function, traditional human resource management (HRM) is charged with addressing ways to attract and retain, rather than develop, a skilled labor force. Functional activities under the jurisdiction of traditional HRM practitioners include recruitment and staffing, equal employment opportunity (EEO) and affirmative action (AA) compliance, employee relations, and compensation and benefits administration. Those practitioners in traditional human resource roles are more typically concerned with workforce attraction and retention issues than with developmental issues.

However, both the traditional HRM and HRD functions need to be addressed when considering the needs of the

emerging diverse American workforce, from initial recruiting activities to on-going retention and developmental programs (Delatte & Baytos, 1993).

Admittedly, some organizations may be more interested in diversity programs aimed at attracting a diverse workforce, whereas others may have greater interest in programs aimed at retention. Still other organizations may be more interested in the developmental needs of their increasingly diverse workforce. However, all three areas (attraction, retention, and development) should be attended to and coordinated, even though emphasis may focus on only one area. If, for example, an organization is interested in retaining a diverse workforce, it must first attract a diverse employee pool. Then, developmental needs must also be addressed, offering promotional opportunities to retain this diverse employee group. Concentration on benefits, awareness training, and other retention programs should occur in a coordinated way, along with the various programs aimed at attraction and development.

In addition to helping traditional human resource managers and HRD practitioners, this study is intended to support educators in their course preparations. Those who teach in either HRM or HRD may find the present study useful in providing their students with current information on diversity activities in the field.

## Research Questions

The following research questions are posed in support of the study's problem statement. The first five questions are addressed by using quantitative methodology.

1. What types of diversity programs aimed at employee age, gender, ethnicity, and race are commonly offered by Chicago standard metropolitan statistical area (SMSA) organizations with 500 or more employees at their headquarters?

2. How do respondents measure effectiveness of diversity programs?

3. What do these organizations perceive to be the most useful effectiveness measurement for workforce diversity programs?

4. Why do responding organizations institute diversity programs?

5. Do respondents differ in their preferences for diversity programs that are aimed at attracting, retaining, or developing a diverse workforce?

The remaining research questions pertain to the qualitative portion of the study.

6. How do HRD practitioners organize diversity programs if interested in each of the following: attracting, retaining, and developing a diverse workforce?

7. What criteria do HRD practitioners use to decide which diversity programs are more important than

others?

8. To what extent do HRD practitioners see the need for coordination of effort among the various diversity programs?

9. What measures of effectiveness could be used for the most important diversity programs from the perspective of HRD practitioners?

10. According to HRD practitioners, which elements aid and which elements hinder the implementation of diversity programs?

## Rationale

Trade journals and other professional literature directed at human resource practitioners often include articles on issues related to diversity. Academic research has addressed areas of workforce diversity, including research from both HRM and HRD perspectives.

In a review of related research from 1988 to the present, no research could be found that categorizes types of diversity programs commonly offered in organizations according to whether the objective is to attract, retain, or develop a diverse workforce. In addition, a review of dissertation abstracts from 1988 to the present yielded no academic-based studies that analyze such diversity programs currently in existence in business.

Further, based upon a review of practitioner- based and academic research, organizations do not appear to be

taking a coordinated approach to managing diversity.
However, articles and studies indicate that a variety of
diversity programs are in existence. Coordination of
these programs, however, does not appear to be taking
place in industry (with one major exception that will be
discussed later).

Research into areas of workforce diversity from both
HRM and HRD perspectives is needed. One organizational
problem resulting from poor diversity management was
identified in a U.S. Department of Labor study (Martin,
1991):

> Developmental practices and credential building
> experiences, including advanced education, as well as
> career enhancing assignments such as to corporate
> committees and task forces and special projects--
> which are traditional precursors to advancement--were
> often not as available to minorities and women. (p.
> 5)

This governmental study indicates a need for more atten-
tion to types of developmental programs aimed at diverse
work groups, specifically women and minorities.

Research shows that women and minorities are under-
represented in higher-level management positions. A
national study conducted by the University of California
at Los Angeles and Korn/Ferry International (consulting
firm) found that, from 1979 to 1989, the increase of women
and minorities in top-management positions has been small,
from 3% to 5% in a sample of Fortune 1,000 U.S. companies.
Developmental programs designed for women may help

increase the female representation in business, a belief supported by the Department of Labor's "Glass Ceiling" report (Martin, 1991).

Also, Catalyst (1990) reported in 1990 that 79% of Fortune 500 chief executive officers admitted that there are readily identifiable barriers keeping women from top-management positions. This admission clearly indicates that not all employee developmental needs are being adequately addressed. Study is needed to determine what types of programs are aimed at the developmental needs of diverse groups such as women.

Affirmative action norms developed under the civil rights movement of the 1960s involved treating everyone the same by simply adding more women and minorities to existing jobs without recognizing the unique strengths and needs that these new employees brought to the workplace. This historical assimilation view suggested that business find ways to include women and minorities in the same developmental activities that organizations offered to Caucasian male employees.

Views have changed, however. New norms suggest the importance of valuing differences between employee groups and the designing of developmental programs aimed at specific employee subgroups (Thomas, 1991).

Positive reasons exist for organizations to consider diversity program options as well as program coordination

options.  Both opportunity and need exist to study types of diversity programs currently used in business and to study ways to coordinate such programs.

According to a national survey of human resource managers conducted by Rosen and Lovelace (1991) (416 completed surveys from 4,000 sent), the rewards far outweigh the expenses involved in offering diversity programs aimed at specific employee demographic groups.  For example, Eve (1990) concluded that systematic training efforts and mentoring programs need to be incorporated to help the career development of women.  Similarly, Yocum (1990/1991) found cross-generational and cross-cultural value differences that present problems at work that may be remedied through developmental activities such as training.  Finally, Wang (1990) found advantages to those businesses that offered subsidized day care (a diversity program) to include gaining a competitive edge, increasing worker commitment, and being seen as socially responsible corporate citizens.

As the demographic profile of the American workforce continues to evolve and change, organizations that have invested resources in the attraction, retention, and development of diverse employees may be in a better position to compete for this evolving workforce.  This study provides information concerning types of diversity programs aimed at attraction, retention, and development.

Also, this study addresses alternative coordination ef-
forts between such programs.

## Definition of Terms

For purposes of clarity and understanding, the
following terms are defined as they are used in this
study.

1. <u>Career Management</u>:  Traditional HRM function charged
   with following employee career transitions and devel-
   opment.  An individual in this position does not
   affect employee levels of development, but maintains
   records and follows the movement of personnel
   throughout the organization.

2. <u>Development-Oriented Diversity Programs</u>:  Those
   diversity programs offered by corporations with the
   objective of developing the relevant employee group
   for current and/or future jobs.

3. <u>Equal Employment Opportunity (EEO) Compliance</u>:  Human
   resource position charged with ensuring company
   compliance with current EEO and AA legislation.

4. <u>Ethnicity</u>:  Indicates "membership of a group that is
   distinctive in terms of cultural identity, language,
   religion and style of life.  The attribute which
   fundamentally distinguishes an ethnic group is not
   the physical features of its members but their cul-
   tural values" (Verma & Mallick, 1988, p. 100).

5. <u>Human Resource Development (HRD)</u>:  Long-term organ-

ization-sponsored learning with the intent of causing performance improvements in the employee or causing general employee growth and development (Nadler, 1990). Included in this definition are activities such as training, organizational development, and career development (Watkins, 1989).

6. **Human Resource Development Practitioner**: An individual who works in the field of HRD in a decision-making professional capacity responsible for designing, conducting, and evaluating learning experiences in an organization.

7. **Human Resource Management (HRM)**: Management activities aimed at the recruitment and retention of the employee labor force. Activities included in the definition are affirmative action (AA) and equal employment opportunity (EEO) compliance, human resource planning, job analysis and evaluation, employee/labor relations, recruitment and staffing, benefits administration, and compensation administration. The term refers to activities aimed at recruiting and managing an employee labor pool, but does not refer to activities intended to develop the employee labor pool.

8. **Organization Development**: A long-term planned approach to create broad changes in an organization in order to increase the organization's effectiveness

in meeting organizational and environmental demands.

9. <u>Training</u>: Planned learning activities aimed at developing the individual employee's skills to become more effective on the current job, as well as to become more effective on the next most likely job, thus benefiting an organization.

10. <u>Workforce Diversity</u>: An increasingly heterogeneous American workforce from a demographic perspective. A condition resulting from a change in the American labor force from a predominantly Caucasian Christian male profile to one encompassing a variety of racial, ethnic, religious, and cultural groups. Also included in this diverse labor pool is an increase in women and older workers.

11. <u>Workforce Diversity Program</u>: Any organization-sponsored program aimed at attracting, retaining, and/or developing a demographically varied workforce.

## Organization of the Study

Chapter 1 provides the framework of this study, including a problem statement, purpose, research questions, and rationale. Also included are the operational definitions of terms.

Chapter 2 consists of a review of related research. Concentration is on reviewing, critiquing, and relating other academic and practitioner-based studies pertinent to the current study (Bronner, 1988). This chapter also

provides a literary framework on which to build this study. Research is reviewed both for content and for methodology design. Studies addressing workforce diversity from a developmental perspective are of specific interest.

Chapter 3 covers the procedures used in this study. Included are population and sample selection descriptions for both the quantitative and qualitative portions of the study; a description of variables and how they are measured; a detailed account of all procedures, with validity and reliability addressed; and the description of the method of data analysis chosen.

Chapter 4 includes the findings of the study. Narratives from the in-depth interviews are included in this chapter.

Chapter 5 presents a summary, implications, and recommendations.

# CHAPTER 2

## REVIEW OF LITERATURE

Demographic projections indicate significant changes are occurring in the composition of the American labor force. More Caucasian men will be leaving the workforce between the years 1990 and 2005 than will be entering (Exter, 1992). According to Hudson Institute projections gleaned from United States (U.S.) census data, most new workers will be women, minorities, and immigrants (Johnston & Packer, 1988). This future diverse workforce will bring with it deficiencies in education (Hoyt, 1989), as well as deficiencies in skills in many fields (McGee, 1989). Skill deficiencies tend to be greater for African Americans and Hispanics, many of whom are highly concentrated in low-skill occupations where demand is declining (Johnston & Packer, 1988).

Only about 40% of Hispanics complete high school. Those talented Hispanics who do continue their education beyond high school often do so in the military, where their education is paid for by the U.S. government (Baccus, 1989). Recent reductions in federal defense spending may greatly impact the level of education achieved in the future for this minority group.

An increasing supply of women in the workforce will

bring a different set of demands to human resources than the skill and education enhancement requirements for the racial and ethnic minority labor pool. Within six years, 80% of women who are between 25 and 54 will be working, comprising 47% of the total labor force compared to 39% in 1972 (Watson, 1989). This 25- to 54-year-old age category includes young women who must shoulder the burden of child-care expenses (Johnston & Packer, 1988) and may look to employers to help defray those costs. This age category also includes women employees who will need to care for elderly parents (Kovach & Pearce, 1990). Further, dual career couples may be less open to corporate job relocation than were the single-career couples of the past (Johnston & Packer, 1988).

Besides demographic changes in the racial, ethnic, and gender workforce participation, the workforce is also getting older (Johnston & Packer, 1988). An aging workforce will produce greater pressure on corporate health-care options and pension plans (Kovach & Pearce, 1990). Combined with a reduction in young people entering the workforce, this aging population may mean that organizations will need to hire or rehire retired workers (Hale, 1990; Kleeman, 1992; McGee, 1989), resulting in employee needs for flexible scheduling and/or more part-time work.

Given the change in age discrimination charges filed between 1981 and 1987 (a 96% increase) cited by the Ameri-

can Association of Retired Persons in 1988, organizational attention to the needs of older workers is warranted.

Attention now turns to a discussion of the institutional perspective theory of human resource management (HRM). Then, identified benefits of diversity management are reviewed. Approaches to attraction, retention, and development of a diverse workforce are also discussed. The chapter concludes with coverage of the variables of special interest to this study, along with a discussion of both an HRM and human resource development (HRD) focus to workforce diversity.

## Institutional Perspective Theory

A wide variety of diversity programs is currently being used in business. Many reasons are given for their use, but little concern is evidenced for whether the approach used is best, or even appropriate, given the needs of the organizations. For example, in a 1991 national survey by the American Society for Training and Development (213 completed surveys out of 444 sent), 30% of those responding did not know if their cultural diversity programs were effective. This figure is significant, given that 70% of those responding offered at least one type of diversity program. The institutional perspective theory suggests that many human resource programs are instituted into organizations for reasons other than rational ones.

In some cases, the recognition and handling of diversity in the workforce seems to be evolving into a fad, with organizations "jumping on the band wagon" by bringing into the organization some type of diversity program. An analogy to this situation is the way American business embraced quality circles in the 1970s and the 1980s. Businesses hurried to institute quality circles without much attention to the way in which these circles were coordinated with the rest of the organization (Lawler & Mohrman, 1987).

Digital Equipment Company has addressed the need to counter the institutional perspective with regard to diversity management when it states the "philosophy of managing diversity suggests that organizations make whatever changes are necessary in their systems, structures, and management practices to eliminate any subtle barriers that might keep people from reaching their full potential" (Geber, 1990, p. 24). The company seems to recognize the subjective way human resource structures, systems, and practices can be instituted.

A review of the institutional perspective theory includes attention to the various reasons why organizations incorporate various human resource practices. Cited reasons include coercion, approval seeking, social approval, conformity to outside agents, fads, and inertia. Each will be discussed.

## Coercion

Some human resource practices originated out of coercive action. This action often emerges from government mandates such as requirements arising from Title VII of the 1964 Civil Rights Act, the Age Discrimination Act of 1967, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Wright and McMahan (1992) argued that without legislation creating equal employment opportunity (EEO) requirements, HRM might be very different today.

In fact, many organizations address diversity from the perspective of equal opportunity compliance. For example, ARCO Oil & Gas Company ties diversity with EEO and affirmative action (AA) (Overman, 1991). At U.S. West, Inc., the EEO/AA Compliance manager is also in charge of diversity (Overman, 1991).

## Approval Seeking

Other human resource practices may arise when an organization seeks approval from an outside group. Such is the case with AA and federal contracts. Generally explained, when an organization seeks business with the federal government, that organization voluntarily becomes an AA employer.

As of 1990 at Xerox Corporation, the diversity effort was seen as an expansion of the organization's AA program (Geber, 1990). Although some corporate diversity programs

may have moved beyond an AA response, some are still seen as an outgrowth of AA, as is indicated by Xerox's approach.

## Social Approval

Another example of approval seeking from a diversity perspective is the desire for social approval that some organizations take. Wang (1990) found that organizations that wish to be seen as socially responsible to the public will tend to support child care more than will those organizations who are not as concerned with an image of social responsibility. The strategy in these cases is external in nature and focused on the business's image, not on the development of the human resource labor pool within the organization.

## Conformity to Outside Agents

Another reason for the development of human resource practices includes conformity to the wishes of specific outside agents. An example given by Wright and McMahan (1992) is the Malcolm Baldrige Award that resulted in many quality-improvement training programs initiated for employee groups in those organizations seeking recognition by this agent.

## Fads

A fourth reason why organizations institute human resource practices is to appear up to date. Those diver-

sity programs without clear connections between program offerings and effectiveness measurements (objectives) may be instituted for faddish reasons. For example, one company cited in the literature as proactive in the area of workforce diversity revealed that enhanced productivity is the objective of their diversity programs. But the diversity programs were institutionalized because of a 1988 company survey showing high turnover among minority employees. This turnover, according to employees, was due to a perceived lack of interest in minority needs by management. Management responded to the problem of high turnover by incorporating diversity sensitivity training, employee councils, and management accountability techniques. Although these diversity programs are aimed at retention, the effectiveness measurement chosen by this particular company is one that measures productivity, not retention (Caudron, 1993).

In an empirical study of Los Angeles businesses, McEnroe (1993) found many organizations are interested in using an approach to diversity developed by others that may suggest a lack of knowledge in building their own approach.

A Fortune 500 manufacturing organization approached diversity from the perspective of how other companies were handling the issue. A survey of 50 companies was conducted to determine how diversity was managed elsewhere. This

information was used to build this manufacturer's approach
to diversity management (Geber, 1990).

Three other Fortune 500 organizations showed a simi-
lar lack of coordinated approach to workforce diversity.
At one company, no corporate-wide approach to diversity
management exists. Rather, a conscious decision was made
to allow initiatives to emerge from individuals interested
in starting up such programs. The variety of programs at
this company include multicultural advisory groups, minor-
ity networks and networking conferences, new minority
employee orientations, mentoring, and training (Copeland,
1988b).

Another organization described by Overman (1992)
emphasizes training, recruiting, and promotion opportuni-
ties, which vary by facility and without coordination of
effort. Diversity is considered during performance review
time. However, level of importance awarded to diversity
programs in the review process varies greatly from manager
to manager. Overman referred to a third organization that
also places emphasis on diversity during managerial per-
formance reviews, but its importance varies from manager
to manager with no set policies attached to the process.

## Inertia

The final reason often given for institutionalizing
human resource programs has to do with inertia more than
rational thought. Some human resource practices in orga-

nizations are kept alive because management believes that the way things have always been done continues to be the best way to act, without giving formal attention to the practice (Thomas, 1991). Programs kept because they are part of the organization's historical culture often are changed only as a result of a significant need (Wright & McMahan, 1992). The emerging diverse American labor-pool profile is creating a significant need among human re- source practitioners to examine some of these entrenched human resource programs to insure that they continue to meet the needs of the organization and the employee pool.

In summary, organizations do not always introduce diversity programs for rational, objective reasons. Even so, clear benefits exist for those organizations that institutionalize workforce diversity programs.

## Benefits of Diversity Management

Writers in the field of workforce diversity have presented a wide variety of benefits for organizations instituting workforce diversity programs.

### Productivity

Among the organizational benefits resulting from a well-managed diverse workforce is increased productivity. According to views by Copeland (1988a), uneasiness and tension among employee groups results in lower productivi- ty. Conversely, effective management of diverse employee

groups should result in increased productivity.

## New Product Development

According to a study of Los Angeles businesses, the perception among those businesses is that new product development increases as the workforce diversifies (McEnroe, 1993). The belief is that employee diversity leads to increases in the generation of new, innovative ideas that may lead to the development of new products (Cox & Blake, 1991; Foster, Jackson, Cross, Jackson, & Hardiman, 1988).

This view that employee diversity leads to innovation and creativity is shared by others in the field. In a study of 125 line managers and human resource practitioners, Copeland (1988c) found managers shared the belief that diverse employees were more creative and motivated to produce if they knew that their respective organizations valued them.

## Recruitment

As the demographic projections point out, the American labor pool is shrinking (Johnston & Packer, 1988). A shrinking labor pool increases competition among employers for skilled workers of all races, ethnicities, ages, and genders (Copeland, 1988c). A sound diversity management program may help organizations attract qualified workers.

## Labor Retention and Absenteeism

Associated with the need to attract a qualified employee pool is the need to retain that employee group. For example, Wang (1990) found reasons organizations may support child care include an effort to increase employee commitment to remain with the organization. One reason why employee commitment is so important is related to the high costs associated with hiring and orienting new employees. Employee recruitment costs, along with the costs associated with new employee orientation and job training, can be significant. Employers who experience high turnover rates and the associated expenses in new employee recruitment and training should be interested in efforts to increase labor retention.

In her study of 125 line managers and human resource practitioners, Copeland (1988c) found that turnover and absenteeism increased when tension levels increased between diverse employee groups. Inclusion of awareness and sensitivity training may help alleviate tensions that result in increased absenteeism and turnover.

## New Markets

A diverse employee population may help companies move into new market niches based on race, ethnicity, age, and/or gender. During a speech, Miriam Santos (personal communication, January 25, 1992), a City of Chicago administrator, on why diversity must be addressed by Chicago

City Hall, stated, "You can't compete in an environment
which is hostile to its own market." In this speech,
Santos concentrated on why city government must hire
workers who demographically reflect the city's population.
Her belief was that these demographically diverse employ-
ees would have a better understanding of the needs of an
equally diverse City of Chicago population than would a
group of exclusively Caucasian city workers.

David Maxwell, former CEO of Fannie Mae, agreed. He
believed in diversity from the perspective that the demo-
graphic makeup of an organization's employee pool should
reflect that of the job market (cited in Martinez, 1991).
Many Los Angeles business people shared this view, believ-
ing that a more diverse employee population will facili-
tate better understanding of customer needs (McEnroe,
1993).

<div align="center">

### Public Image

</div>

Finally, improvement in public image is cited by two
empirical studies as a rationale for instituting diversity
programs. Wang (1990) found that organizations support
child care for one of three reasons: to gain a competi-
tive (productivity) edge; to increase employee commitment
and retention; and to be seen as socially responsible,
that is, to gain a positive public image. Many Los Angel-
es business people shared this view (McEnroe, 1993).

In summary, often-cited benefits of diversity program

offerings in American organizations include:  increased
productivity, increased employee innovation and creativi-
ty, competition for a shrinking labor pool, decreased
turnover, ability to successfully move into demographical-
ly based markets, and an improvement in public image.

## Attraction, Retention, and Development Diversity Approaches

The literature review revealed several suggestions on
ways to introduce and manage workforce diversity.  Accord-
ing to Loden and Rosener (1991), effective approaches to
workforce diversity share common elements.  These elements
include attention to organizational needs regarding di-
verse employee attraction, retention, and development.
Attention to these areas of attraction, retention, and
development occurs through institutionalizing diversity
programs such as:

-minority, female and older-worker recruitment practices;

-diversity policies, procedures, systems;

-cultural diversity awareness training;

-promotion of women, minorities and older workers;

-attention to the strategic vision and mission with
 diversity in mind;

-skill training and education of diverse employee groups;

-managerial accountability for institutionalizing
 diversity; and

-reward system that reinforces diversity program use.

Several studies were found that explore the necessary components of a sound diversity management approach. The diversity program components included in these studies differ, but the common thread among the researchers' views reviewed next is that organizations should use more than one approach to diversity management (see Table 1). As with the Loden and Rosener (1991) book, these researchers included programs aimed at attracting, retaining, and/or developing a diverse workforce. These studies were reviewed to assist in the development of the HRM survey used in the current study. The current study asked survey respondents if their organizations used a variety of diversity programs. The programs included in the survey were compiled directly from other studies in the field.

Programs cited by these six researchers are categorized according to attraction, retention, and development. In this way, the need for coordination of program effort can be more clearly explained. Note that all six researchers include, as necessary diversity components, programs from more than one category.

Next, actual company approaches to diversity management are discussed. Inclusion of this information supports the belief that coordination of effort and full use of programs in all three categories of attraction, retention, and development are not consistently being addressed. Some organizations are offering programs in

**Table 1**

**Selected Approaches to Workforce Diversity:**
**Program Offerings Examined in Recent Studies**

| Diversity Program | Copeland (1988) | Gordon et al. (1991) | Hill & Scott (1992) | Mandell & Kohler-Gray (1990) | McEnroe (1993) | Morrison (1992) |
|---|---|---|---|---|---|---|
| Address Promotion System/ Succession Plans | | X | | | X | X |
| Organizational Culture Orientation | | X | | | | |
| Recruiting | X | X | | X | | |
| Training: | X | | | X | | |
|   Communication | | X | | | X | |
|   Awareness/ Sensitivity/ Valuing | | X | X | X | X | X |
| Networks/Support Groups | X | | X | X | | X |
| Mentors | | | | X | X | X |
| Performance Review Tied to Diversity Retention | X | | | | X | X |
| Career Paths/ Development | X | | | X | X | X |
| Support Outside Minority and Women Groups | X | | | | X | |
| Vision and Philosophy Re: Diversity | | | | | X | |
| Link with Schools/Colleges | | | | | X | |
| Publicize Image | | | | | X | |
| Team Building | | | | | X | |
| Tuition Reimbursement | | | | | X | |
| Benefits | | | | X | | |
| Policies | | X | | X | | |
| Holidays, Menus, Customs | X | X | | | | |

more than one category, but a rationale for their inclusion is not always clear.

## Attraction

Several diversity programs listed in Table 1 may be categorized as attempts by management to attract a diverse workforce. These programs include: recruiting, supporting outside minority and women's groups, linking with schools and colleges, and publicizing the image of solid diversity management.

Many organizations share the view that linkages between businesses and colleges are important. For example, the vision statement of Northern Illinois University (1990) located in DeKalb, Illinois, includes statements stressing the importance of building relationships with business and industry. In support of this vision, the university has developed and instituted a series of diversity training programs for its undergraduate business student population. These diversity programs are designed to increase awareness of and sensitivity to diversity issues.

In a review of the literature, articles covering 24 different organizations and their approaches to diversity were located. With regard to programs categorized under the "attraction" heading, only two organizations could be found that directed their efforts to this category. These companies included programs in the areas of recruiting,

community groups, and school/college links (Caudron, 1993;
Kleiman, 1993; Thomas, 1990).

Given the increasing diversity of the population
today, more organizations may be interested in concentrat-
ing on attraction efforts. Attention to attraction may
occur if organizations consider the objectives of their
diversity plans, along with respective effectiveness mea-
surements. In fact, one organization cited stated very
clearly that its objective was to attract more women to
the corporation. This organization utilizes diversity
recruitment, external networking with minority groups, and
linkages with schools/colleges (Kleiman, 1993). If diver-
sity is introduced in a coordinated objective fashion,
perhaps more attention may be given to this area of di-
verse employee attraction.

## Retention

Several diversity programs, listed in Table 1, may be
grouped under the category of retention. These include
orientation to the organization culture; awareness, sensi-
tivity, and valuing diversity training; management perfor-
mance reviews tied to retention of a diverse workforce;
communication of the organization's vision and philosophy
with regard to diversity; changes in benefits; and inclu-
sion of ethnic menus in the company cafeteria, along with
information about different ethnic customs.

Lewan (1990) expressed the importance of an organiza-

tion's mission statement with regard to diversity management by indicating that the statement should include information about employee diversity. According to Lewan, this statement, once revised, should be distributed to all employees and discussed in employee groups so that all organizational members understand its content.

Posner, Kouzes, and Schmidt (1985) extended this thinking to include the importance of sharing organizational values as well as vision statements with employees.

In the review of 24 organizations cited in the literature, 20 indicated that they offer diversity programs that may be grouped under the heading of employee retention. Company approaches included awareness training (Clark, 1993; Elshult & Little, 1990; Martinez, 1991; Smith, 1991), sensitivity training (Copeland, 1988b), and valuing cultural differences training (Caudron, 1993; Jackson et al., 1992; Mandell & Kohler-Gray, 1990; Martinez, 1991). Other retention-oriented programs include orientation to the organization's culture (Martinez, 1991; Thomas, 1990); attention to benefit policies, such as job sharing, flex time, family leave and family care, and car pooling programs to bring minority employee groups to work (Clark, 1993; Geber, 1990); managerial accountability tied to employee retention (Caudron, 1993; Jackson, LaFasto, Schultz, & Kelly, 1992; Overman, 1992) and attention to culture celebrations (Mandell & Kohler-Gray, 1990).

Objectives cited by these organizations for offering retention-oriented diversity programs include an interest in reducing turnover and an interest in increasing productivity (Caudron, 1993; Copeland, 1988c). The objective indicating an interest in increasing productivity may have resulted in mismatched diversity programs for that organization. If the organization is interested in increasing productivity, diversity programs aimed at developing the workforce may be more effective than are those aimed at workforce retention.

Again, by taking a coordinated approach to diversity management (thinking through the needs with regard to attraction, retention, and development), organizations may better pinpoint their diversity programmatic needs.

## Development

Several diversity programs, included in Table 1, may be categorized under development. These include formal attention to the company's promotion system and succession plans, training in the area of communication (English as a second language, for example), team-building, mentoring systems, and minority employee networks and support groups. Other diversity programs categorized under development include attention to career paths and career development options, vision and philosophy statements regarding diverse employee development if those statements are communicated and followed by management, tuition reim-

bursement policies, and policies designed for employee development.

Of the 24 organizations reviewed in the literature, 9 incorporated programs that may be categorized under diverse employee "development." These programs included mentoring (Clark, 1993; Kleiman, 1993; Geber, 1990; Martinez, 1991); skill and cross-functional development training aimed at women and minorities (Elshult & Little, 1990; Martinez, 1991); management succession plans including attention to demographic diversity (Martinez, 1991); and attention to the promotion system (Martinez, 1991).

Objectives given for these offerings include: (a) a developed workforce is good for business (i.e., increases business effectiveness) (Elshult & Little, 1990); (b) the workforce should reflect the job market (Martinez, 1991); and (c) an interest in promoting women (Martinez, 1991).

The second objective, the workforce should reflect the job market, may show an objective-program mismatch. If an organization is interested in demographic balance between the internal employee pool and the external labor market, attention to attraction and retention activities should be stressed. It is unclear how employee development activities can lead to a balance between the internal and external labor pools without also giving attention to diverse employee attraction and retention activities.

If organizations were to concentrate on the objec-

tives for their diversity offerings, and then develop
programs to meet those objectives, a better match between
diversity program objectives and diversity program offer-
ings should result. Further, organizations may do a
better job of coordinating diversity program offerings to
meet the combined objectives of diverse employee attrac-
tion, retention, and development.

## Coordination of Effort

One organization stands out as having a fully coordi-
nated approach to workforce diversity. Avon began concen-
trating on diversity efforts in the 1970s, when the compa-
ny became interested in attracting women to the corpora-
tion. Several recruiting techniques were used, including
diversity recruiting, networking with external minority
groups, and linking up with schools.

Avon found its efforts paying off in significantly
higher percentages of women joining the organization
(Thomas, 1990). The problem of attraction, however, was
replaced with a problem of retention. Although Avon
developed a solid reputation for recruiting women employ-
ees, the company did not know how to retain them. A shift
in diversity objectives then took place. Efforts aimed at
retention and development of women employees began (Thom-
as, 1990). Programs were introduced to meet these objec-
tives. Avon found the best approach was to utilize pro-
grams in all three areas: attraction, retention, and

development. Further, these programs were oriented from both HRD (training and attention to organizational culture issues) and HRM (recruiting activities and changes in work-family policies) directions. The result was more women joining, staying, and moving up the ranks at Avon (Caudron, 1993).

## Specific Variables in Diversity Research

The current study addressed whether organizations are more interested in attracting, retaining, or developing a diverse workforce based on age, ethnicity, gender, and race. If organizations follow one of the behaviors indicated under the institutional perspective theory, the type of diversity programs offered may not logically support organizational objectives aimed at attraction, retention, or development. Rather, diversity programs under the institutional perspective theory of HRM may be introduced without regard for an organizational objective of diverse employee attraction, retention, or development.

Studies focusing on any single or combination of the variables of age, ethnicity, gender, and race were reviewed (Appendix A). The perspective of these studies differs somewhat from the present study. However, findings from these focused studies were applicable to the present four-variable study. Four studies were found that address workforce diversity from a general HRD/HRM per-

spective. These studies that most closely resemble the direction of the current study were also reviewed.

## Age

Common diversity programs developed for older workers include: job redesign; part-time work; temporary/seasonal work; training and education; new career preparation; and wellness programs (Hale, 1990). Mentoring and acting as resources for information by older employees is also seen as an effective way to utilize this skilled work group (Harris Bank, cited in Hale, 1990; Whitehead, 1990).

Organizations are responding to the increased demand for older workers in a variety of ways. Kentucky Fried Chicken trains older employees to become part-time store managers, sharing their jobs with other older workers (Hale, 1990). Other companies reported by Hale include The Travelers Corporation and Harris Bank, who bring back their own and other organization's retirees as needed. Cigna stressed the importance of wellness programs for its older employees (Hale, 1990).

Training was seen as a solution to best manage an aging workforce by two separate researchers studying older workers. In a focus-group study concentrating on aging baby-boom managers in one public-sector organization, Yocum (1990/1991) found skill and knowledge training as a necessary component to remaining current in a rapidly changing environment. Training of older workers was also

seen as very important by a sample of chief executive officers (CEOs) located in the Washington, D.C. area. In response to a written survey, these CEO's indicated skill upgrade training and promotion programs aimed at developing and promoting older workers were needed, along with using these older workers as resource people (Whitehead, 1990).

Training activities must include attention to pre-training attitudes. Nranian (1991) found a significant relationship for older workers between pre-training attitudes toward the material to be learned and post-training level of behavior change. Such a relationship was not found for younger workers. Older workers are interested in understanding why the proposed training is necessary in order to effect post-training behavior change.

When considering the needs of older workers, HRD concerns quickly surface as important to the retention and the development of this group. In fact, respondents in the Whitehead (1990) study indicated that a greater role must be played by HRD practitioners in addressing the needs of older workers.

Studies also indicated that a traditional human resource approach is also needed to attract and retain this older work group. Programs, such as retirement planning (Whitehead, 1990); changes in personnel policies to meet the needs of older employees (Yocum, 1990/1991);

flexible scheduling; temporary work; job redesign; and wellness programs (Hale, 1990), are all needed HRM approaches to reach this older work group.

The approaches identified under HRD and HRM are important to the current study in that these approaches suggest programs aimed at attracting, retaining, and/or developing the employee pool.

## Ethnicity

Ethnicity studies relating to the present study concentrate in the HRD area. In a national review of Bureau of the Census data from the 1976 Survey of Income and Education, Stolzenberg (1982) found English-language proficiency to have a significant impact on work stability for Hispanics. Similar relationships between language proficiency and ethnicity were not found for any other ethnic group. English-as-a-second-language (ESL) training would be a clearly needed diversity program for Hispanics, judging from the results of the Stolzenberg study. Hispanic employees completing ESL training could help alleviate retention problems for employers.

Not only does the effectiveness of content of training programs differ by ethnicity, but the process of learning also differs by ethnic group. In an ethnographic study, significant differences in learning style were found between Chinese and American managers in the Southern California hospitality industry (Hare, 1990). In

comparison to their American-born counterparts, these Chinese managers placed greater importance on status differences, experienced greater conformity with authority figures, demonstrated a greater task orientation, and exhibited less expressive behavior. From an HRD perspective, then, both the content of training programs, as well as the process of learning, must be attended to when addressing ethnically diverse trainees.

From an HRM perspective, several diversity programs surface as being needed when selected demographic characteristics of various ethnic groups are considered. According to census data, most Hispanics are concentrated in a small number of central cities (Johnston & Packer, 1987). Fully 89% of all Hispanics in the U.S. reside in nine states, including four states in the Southwest (Arizona, California, New Mexico, and Texas) (Vasquez & Ramirez-Krodel, 1989). This concentration may result in heavy recruitment activities by organizations in close proximity to these large urban areas and in the Southwest U.S.

Given the large projected increase in population by Hispanics in this country (U.S. Census data), inclusion of day-care programs as an employee benefit may be a worthwhile HRM offering. Family work programs could act as effective incentives aimed at attracting and retaining an ethnically diverse workforce.

Given the results found in studies such as <u>A Report</u>
<u>on the Glass Ceiling Initiative</u> (Martin, 1991), minority
groups (male and female) suffer from fewer promotion
opportunities than do Caucasian males. For those organi-
zations that wish to develop a diverse labor pool, activi-
ties such as formal attention to promotion systems and
succession plans would be helpful to ethnic groups.
Mentoring programs are also seen as a way to help develop
ethnic minorities in the workplace (McAdoo, 1989).

## Gender

A clear need exists for diversity programs aimed at
women. Statistics indicate women are not moving up the
corporate ranks as quickly as men. According to a
Korn/Ferry national survey (1990), from 1979 to 1989 the
increase of women and minorities in top management has
been small, from 3% to 5% in the country's largest 1,000
companies. The Department of Labor study indicated 17% of
managerial positions are held by women (Martin, 1991).
Catalyst reported, in a 1990 survey, that 79% of respond-
ing Fortune 500 CEO's readily admit that there are identi-
fiable barriers keeping women from top management posi-
tions.

Why are women not moving up the ranks? One possible
explanation has to do with the perception that women do
not "fit in" with the traditional "male" profile. In an
assessment center laboratory setting, Hartman (1985/1986)

tested 320 business students to determine whom these students would promote. Women ratees who were portrayed with traditional "male" characteristics were significantly preferred for all jobs. These "male" characteristics included strong oral communication skills, high managerial identification, high resistance to stress, and superior leadership skills. Conversely, women ratees with traditional "female" characteristics were most often rejected for promotion across the 320 responding business students. These "female" characteristics included strong written communication skills, superior organizing and planning skills, a high need for approval from superiors and peers, and a low resistance to stress.

This bias in the rating process may lead to subjective selection and promotion decisions. In fact, surveyed organizations from the Martin (1991) study indicated such subjectivity exists. Other barriers cited by this study include lack of developmental exposure and experiences provided to women, and selection through word-of-mouth networking from current Caucasian male employees. Further, most of these organizations steer their women employees into staff positions. These positions often have lower career promotion opportunities than do line positions. Employees in staff positions often suffer from less organizational exposure than do their line counterparts.

What types of diversity programs may be helpful to women to end this bias at work? In testimony before the Subcommittee on Census and Population, Kleeman (1992) reported that women need elder- and child-care assistance, flexible benefits, flexible scheduling, parental leave, and other work-family programs; more and more employers are providing such programs.

Martin (1991) added the need for developmental activities such as mentoring, advanced education, and task-force participation, as well as changing recruiting practices to embrace women and minorities in a bias-free way.

The statistics reviewed by Catalyst (1990) and the Department of Labor (Martin, 1991) showed a disproportionate number of women in lower-level management positions in comparison to executive levels, given their overall representation in the workforce. These figures indicated a need to review and possibly revamp recruiting practices.

Statistics also are available indicating support for various retention activities. For example, the Department of Labor (Hudson Institute, 1988) reported that, as of 1987, 65% of women with children under 18 years of age worked; 57% of women with preschoolers worked. These figures support the need for companies to consider flexible scheduling in an effort to retain this young female employee pool (Eve, 1990).

In the area of developmental needs, many researchers

have been concerned with gender-based mentoring programs.
In an early study by Hennig and Jardim (1977), 25 top-
level female executives were interviewed. The researchers
found that all the women who were in these high-level
positions had mentors at one time or another in their
careers.

Shelton (1982) found one organization's promotability
ratings were significantly higher for 40 women and minori-
ty employees who had been mentored, when compared to a
matched control group of 40 nonmentored women and minority
employees.

When seeking out a potential mentor, both men and
women tend to choose men to act in the role of a mentor
(Mitchell, 1987/1988). The perception among these prote-
gees is that men could have a greater positive impact on
their careers than could women. It is possible that there
is a connection between the results of the Mitchell study
and the statistics showing most women are promoted into
staff, not line positions. If so, the ability to help
subordinates would be lower for women executives given
their staff perspective.

Coordinating the attention to diversity management
would imply revamping the mentoring system, but only after
systematic attention is given to promotional career lad-
ders for women. Women need the opportunity to move into
line positions. Ending the word-of-mouth form of internal

promotion practices would help. Attention to the subjectivity involved in the promotion decisions of some organizations is also warranted (Hartman, 1985/1986).

Besides mentoring systems, organizations must address training opportunities for women. Training is seen as a necessity for women to move up the organizational hierarchy; such programs should include management development activities (Eve, 1990; Martin, 1991). Orientation to organization culture may also be appropriate.

The diversity programs just reviewed incorporate the need to address attraction (recruiting), retention (changes in work scheduling and benefits), and development (mentoring, task force participation, and advanced education) needs of women.

### Race

A clear need also exists for diversity programs aimed at recruiting, retaining, and developing racial minorities. As stated previously when discussing gender, the Korn/Ferry consulting group conducted a study covering the years 1979-1989 and found the increase of minorities and women together in top-management positions has been small, from 3% to 5% in the nation's largest 1,000 companies.

The 1991 Department of Labor study (Martin, 1991) suggested that minorities have plateaued, in terms of career growth, at the lowest level of all demographic groups, including women. At the executive level, for

example, 6.6% of positions were occupied by women in 1991, with another 2.6% being held by minorities in that year. When promoted, minorities tend to be steered into human resource and public relations staff positions, not line management positions.

At a more basic level, organizations are having a difficult time recruiting minorities, given the common recruiting practices used by many companies. The Martin (1991) study found that most organizations rely on word-of-mouth and employee referrals to find new employees. This practice tends to create a homogeneous employee pool with new members having similar demographic profiles to current employees. Often, in practice, this means Caucasians referring other Caucasians.

Once minorities are recruited, organizations have a difficult time retaining them. According to interviews conducted by the Wall Street Journal (James, 1988), a growing feeling among many businesses is that more and more qualified African Americans, both men and women, are leaving predominantly Caucasian-managed organizations to join African-American-managed firms. Reasons given by African Americans who leave traditional Caucasian-run organizations, according to the author, center around a perception by these former employees that they must assimilate to succeed in these traditional Caucasian-managed businesses and those who decide to quit are reluctant to

assimilate. Monsanto has noticed this trend and considers it to be both significant and alarming (James, 1988).

The effects of mentoring on subordinate retention and career growth have been studied. Shelton (1982) completed a case study at one midwestern utility company and found significant differences on promotability ratings with mentored women and minorities scoring higher than did their nonmentored control-group colleagues. Owen (1992) interviewed 15 African-American professionals and managers in Atlanta. Interviewees indicated that having been mentored contributed in a significant way to their success.

In summary, mentoring may be used in the traditional sense of helping to develop subordinates and groom them for higher positions. Attention to the mentoring system so that minorities are included might be of value.

### Human Resource Management (HRM)/Human Resource Development (HRD) General Focus

The reviewed studies may be logically explained in terms of an emphasis on traditional HRM, HRD, or a general focus.

### HRM Focus

Studies that focused on traditional HRM were those that explored diversity-based activities such as day-care issues (Wang, 1990), employee health and the use of sick

days (Sipe, 1990), and management's attitudes toward work-family benefit programs (Taylor, 1989). Administration of programs, such as day care, sick leave, and work-family benefits, would typically be the responsibility of practitioners in HRM roles (benefits administration and employee relations).

## HRD Focus

Other studies reviewed focused on the HRD aspects of workforce diversity issues. Some of these studies concentrated on the content of diversity training (McEachin, 1991/1992) as well as types of HRD programs aimed at older employees (Whitehead, 1990) and at minority groups (DiTomaso, Thompson, & Blake, 1988). Other studies concentrated on HRD practitioners' roles during strategic change (like the massive demographic changes sweeping American business today) (Bianco-Mathis, 1989), attitudes toward learning as a function of age (Nranian, 1991) and as a function of culture (Hare, 1990), and mentoring activities aimed at minority groups (DiTomaso et al., 1988). Another study concentrated on gender-based perceptions about business success and resulting implications for training (Beckstrom, 1989).

## General Focus

Both HRM and HRD approaches need to be considered when studying workforce diversity. In the Bianco-Mathis

(1989) HRD-based study, the author concluded that HRD
change efforts worked best when combined with top-manage-
ment involvement and when combined with traditional HRM
activities. Delatte and Baytos (1993) agreed that effec-
tive diversity management must incorporate both HRD ef-
forts with human resource management systems, such as
recruiting, job assignments, and succession plans.

Other studies have taken a combined HRM/HRD approach
and considered diversity from a general perspective, much
like the design for the current study. McEnroe (1993)
limited her study to the Los Angeles area. She surveyed
business people about their organization's diversity
programs. Like the survey portion of the current study,
the McEnroe study was descriptive in nature, with the
intention of developing a profile of approaches to diver-
sity. Unlike the current study, however, the McEnroe
study did not focus specifically on human resource practi-
tioners, nor did it involve HRD practitioners in an at-
tempt to build alternative approaches to diversity manage-
ment.

Such probing to find effective ways to manage diver-
sity was completed by Yocum (1990/1991), who conducted
focus-group meetings with baby-boom managers and ques-
tioned them about how to manage an aging workforce. The
Yocum study, like the current study, was interested in
increasing diversity management effectiveness. However,

Yocum focused on age specifically.

Other studies aimed their surveys at more overall questions such as consequences of workforce diversity and implication of diversity for human resources (Rosen & Lovelace, 1991). This survey of Society for Human Resource Management members (416 completed returned surveys out of 4,000 surveys sent) resulted in accumulation of both positive and negative consequences resulting from an increasingly diverse workforce. The Rosen and Lovelace study differs from the current study in that their study was national in scope and aimed at consequences and implications. The survey portion of the current study, limited to the Chicago SMSA, is geared toward gaining information regarding programs aimed at attracting, retaining, and developing a diverse employee pool.

In two separate surveys conducted by the American Society for Training and Development (ASTD) (1991; Matthes, 1991), attention focused on general ways ASTD member organizations are addressing workforce diversity. In the survey, resulting in 213 responses from the 444 surveys sent, answers to questions regarding how diversity is fostered were sought. Responses included recruitment programs, training, mentoring, English as a second language, and cultural celebrations. These answers were helpful in building the current survey instrument administered to the Chicago SMSA human resource practitioners.

The focus of this 1991 ASTD study, as well as the focus of a second ASTD study (Matthes, 1991) (121 completed returned surveys from 645 surveys sent), was on gaining general information about types of diversity programs offered. Both studies sought information on use of training and recruiting. The Matthes study specifically asked if the organization included diversity programs aimed at recruiting or retaining a diverse employee pool. Unlike the current study, the Matthes study's focus was aimed at developing program profiles, not at coordination among attraction, retention, and developmental activities.

The results of focused studies in the areas of HRD and HRM provide support to the current study in that previous studies point toward variables of interest in the diversity field. These variables include age, ethnicity, gender, and race. Further, those studies that address HRD give credence to the importance of this field in the study of diversity. The same may be said for those diversity-based HRM studies. Results of both types point to more variables of interest, including training, mentoring, and attention to benefit policies.

Last, those studies that combine both HRD and HRM approaches were most useful to the current study. These combined-focus studies point to the importance of viewing the subject of diversity from traditional attraction and retention perspectives, as well as to consider the devel-

opmental needs of diverse employee groups.

## Summary

Chapter 2 provided a summary of the literature related to the current study. The first section of Chapter 2 provided an explanation of the Institutional Perspective Theory of HRM, detailing the various reasons why organizations may institute human resource programs. These reasons included coercion, approval seeking, social approval, conformity to outside agents, fads, and inertia. This section provided support for the current study to address why organizations offer diversity programs and how these organizations measure diversity program effectiveness.

The second section of Chapter 2 provided various identified benefits to instituting workforce diversity programs. These benefits included productivity improvements, new product idea generation, increased applicant pool and retention of existing work force, new market penetration, and an enhanced public image. This section provided support for the current study to explore human resource managers' and human resource development practitioners' stated reasons for instituting diversity programs.

The third section of Chapter 2 identified various diversity programs discussed in the literature. Once identified, these diversity programs were then categorized

under the headings of employee attraction, retention, and development. This categorization was completed for HRD practitioners in the current study to more easily discuss diversity program coordination activities.

The fourth section in this chapter identified the demographic variables to be used in this study. The variables selected for this study include age, ethnicity, gender, and race. This section included a discussion of other studies focusing on one or more of these demographic variables.

The final section of Chapter 2 included a discussion of studies that emphasized a traditional HRM focus, an HRD focus, or a combined general HRM/HRD approach. This section was included to support the current study's general HRM/HRD approach to addressing workforce diversity.

Chapter 3 covers the methodology and procedures used in the current study.

# CHAPTER 3

## METHODOLOGY AND PROCEDURES

This study examined human resource-based diversity practices in the belief that many are instituted for reasons other than rational ones. This belief is based on the institutional perspective theory of human resource management (HRM). The present study focused on diversity coordination efforts and effectiveness measures in an effort to aid practitioners in their attempts to respond to the significant needs resulting from an increasingly diverse labor pool. The aim of the study was to help practitioners institute diversity programs that are more objective and coordinated with respect to attracting, retaining, and developing a skilled employee pool.

Specifically, this study determined the extent and types of workforce diversity programs in existence in organizations and determined effectiveness measurements for those diversity programs. The study also categorized diversity programs according to the human resource activities centered on employee attraction, retention, and development. Alternative program coordination and integration approaches were then examined from the human resource development (HRD) perspective.

## Rationale for Chosen Methodology

Some researchers in the field of diversity have chosen quantitative techniques such as experiments, inventories, and surveys to gain information on diversity. Other researchers have used qualitative techniques such as case studies, focus groups, and in-depth interviews to gain diversity information. The most commonly used methodologies found in the literature include quantitative surveys and qualitative in-depth interviews. (See Appendix B for Studies by Methodology within Workforce Diversity.)

The current study used both quantitative and qualitative techniques to gain a profile of workforce diversity activities currently in use among Chicago-area organizations. In this study, quantitative self-administered mailed surveys were used, along with qualitative in-depth interviews. The advantages of using each of these techniques for data collection are presented, starting with quantitative-based data collection.

### Rationale for Quantitative Methodology

The quantitative-based survey allows for wide data collection, within the chosen sample frame, regarding existing programs. Surveys allow the researcher to ask respondents a variety of questions in order to develop a general profile on a topic. Quantitative studies are generally categorized as positivistic research. The

philosophy of positivism suggests that solid research must be quantitative in nature. Only quantitative research is replicable and generalizable, which are traits required of good sound research (Walker & Evers, 1988).

## Rationale for Qualitative Methodology

Whereas positivism rests solely on the use of empirically drawn observations in order to predict future behavior, post-positivism does not (Walker & Evers, 1988). Post-positivist philosophy welcomes the use of non-empirically drawn qualitative study, along with quantitative study. The result is a pluralistic approach to research. In arguing for the appropriateness of qualitative research, Walker and Evers (1988) suggested that "knowledge of human affairs is irreducibly subjective. It must grasp the meanings of actions, the uniqueness of events, and the individuality of persons" (p. 30).

Qualitative techniques are advantageous to use when exploring complexities in depth, making unstructured connections, and using actual organizational objectives and goals, rather than those that are publicly stated (Marshall, cited in Marshall & Rossman, 1989).

The present post-positivist study included qualitative research techniques because the study addressed many of the characteristics that others have indicated lend themselves to qualitative study: exploring complexities

in depth, making unstructured connections, and revealing actual organizational objectives rather than those that are publicly stated.

Within the post-positivist framework, the present study incorporated an evaluative multisite case study approach to the qualitative portion of the study, using interviews to gain in-depth informant information.

Evaluative case study methodology concentrates on one or many cases that are evaluated in order to provide decision makers with sufficient information so that these decision makers may judge the value of programs and policies (Stenhouse, 1988). For purposes of this study, the decision makers were HRD practitioners and the programs evaluated were workforce diversity programs. The current study may be categorized as multisite in nature because interviewees were asked to evaluate summary data on diversity programs offered by a variety of organizations.

The evaluative case study methodology was chosen for the current study because the evaluative case study approach allows for more than one program evaluator to judge the merits of a program. These evaluators act independently of each other. The current study used HRD practitioners who worked for different kinds of organizations and who had different types of expertise. Of interest to this study were their individual views of workforce diversity based upon their own experiences.

Gathering this type of information was best handled through one-on-one interviews. Further, in-depth interviews are commonly used with the evaluative case study approach because interviews can offer a deep understanding of the subject matter (Stenhouse, 1988). For purposes of the current study, the main advantage of using one-on-one interviews is that they may provide a useful approach for obtaining sequential information (Henerson, Morris, & Fitz-Gibbon, 1987). Soliciting sequential information is important in building coordination among diversity programs. For example, respondents may indicate that certain diversity programs should be in place prior to others.

The present study gathered information concerning the types of diversity programs in existence through survey research and explored the complexities of diversity program coordination from an HRD perspective through in-depth interviews. However, actual measures of diversity program effectiveness were not sought. Rather, this study focused on perceptions regarding diversity program effectiveness.

## Quantitative Methodology

### Survey Procedures

#### Population

This study was limited to organizations in the Chicago area. A random sample of organizations located in the Chicago standard metropolitan statistical area (SMSA) was

surveyed, using a list derived from the Dun's Million
Dollar Disc, version 4.1 (1993). The Chicago SMSA in-
cludes the Illinois counties of Cook, DuPage, Kane, Lake,
McHenry, and Will. The study was limited to the Chicago
SMSA because the demographic composition of local geo-
graphic labor pools varies tremendously from state to
state.

According to Rives and Serow (1984), more demographic
reporting requirements are using population subgroups,
rather than total population estimates. The subgroups
that are most commonly used include race/ethnicity, age,
and gender.

Examples of geographic-based demographic variations
include California, which has a significantly larger
Hispanic population than does Illinois as a whole. Also,
Illinois has a larger African-American population than
does Iowa. With regard to age differences, the average
age of Florida residents is much older than that of Illi-
nois.

Since demographic diversity can significantly differ
from region to region (see Appendix C), the present study
held geographic location constant in order to study a wide
cross-section of organization-based diversity offerings.
The current study was delimited to the Chicago SMSA;
consequently, the findings are not generalizable beyond
the Chicago SMSA.

Even though the population profile may differ, the business profile of organizations located in the Chicago SMSA is similar in proportion to businesses on a national level. That is, in the Chicago area, the industrial composition of businesses is similar to the industrial composition of businesses throughout the rest of the country (see Appendix D).

## Sampling Procedures

The population consisted of Chicago-area SMSA organizations with 500 or more employees at corporate headquarters. Such organizations should be large enough to support human resource activities aimed at workforce diversity issues. Only one respondent from each organization was solicited. Organization names and mailing addresses were drawn from the Dun's Million Dollar Disc, version 4.1 (1993). Human resource manager names associated with those organizations are from the Society for Human Resource Management (SHRM) membership directory. In cases where no SHRM member was listed for a given organization, that organization was telephoned in order to obtain the name of a human resource manager.

## Sample Frame

The sample frame was derived from a list published by Dun and Bradstreet (Dun's Million Dollar Disc, 1993). As of June 1994, 217 organizations with 500 or more employees

at corporate headquarters were located in the Chicago
SMSA.  Of interest to the current study were diversity
program offerings and potential program coordination.
Therefore, large organizations that can support large
human resource staffs were queried.  Large human resource
staffs frequently become involved in a variety of
employee-oriented programs, specifically diversity pro-
grams.

## Sample Size

A confidence level of 95% was chosen for this study.
This level was chosen to help alleviate the possibility of
a Type I error (reject a true null hypothesis) and to
increase the power of the resulting statistical analyses.
According to research in the marketing field, a 40% re-
sponse rate is exceptionally high (Wentz, 1979).  Studies
using the Total Design Method (TDM) developed by Dillman
(1978) have achieved a minimum response rate of 60%
(Dillman, 1983).

To achieve a sufficient response rate, the current
study utilized TDM components, including compiling the
survey in booklet form; reducing the survey print size;
avoiding the appearance that the survey is an advertise-
ment by using a cover letter with the survey; placing the
most closely topic-related questions, as explained in the
cover letter, at the beginning of the survey; designing
the survey to facilitate ease of answering by the respon-

dent with spaces for them to answer in a straight line down the page; avoiding question overlap from one page to the next; and using transitions (topic subheadings) for each section of the survey (Dillman, 1978, 1983). The only modification to the TDM approach in the present study was that survey questions began on the first page, rather than on the second, in order to better utilize survey layout space.

Marketing survey research may yield a high of 40% return and the Dillman TDM approach yields an average minimum of 60% survey return. However, of interest to the present study is gaining an adequate response rate ensure that the responses represent the population as a whole.

In order to ensure an adequate response rate at the 95% confidence level for purposes of this analysis, the total population was surveyed. A total of 217 surveys was mailed.

## Variables

Survey and interview questions about workforce diversity were based on the following diversity categories: age, ethnicity, gender, and race. Much of the literature reviewed in Chapter 2 centers on discussions of diversity programs from the perspective of one or more of these demographic groups. This literature

reflects an interest among practitioners in these demographic groups with regard to types of diversity programs offered. Therefore, the present study examined diversity programs targeted to these four demographic groups.

The literature search was completed using two library databases. The Educational Resources Information Center (ERIC) data base was used. The Illinois Bibliographic Information System (IBIS) was also used for the literature search.

HRM activities are aimed at <u>attraction</u> and <u>retention</u> of the employee labor pool, whereas HRD activities are aimed at <u>development</u> of the employee labor pool (see definitions, Chapter 1). As a result, the present study addressed diversity programs and effectiveness measurements as categorized under workforce attraction, retention, and development (see Appendix E for survey questions and effectiveness measurements that relate to employee attraction, retention, and development).

Diversity programs under the attraction category include: targeted recruiting at colleges and demographic-based special interest groups (Denton, 1992) and linkages with area public schools (Thomas, 1991). Organizations sometimes use equal employment opportunity (EEO) category counts when recruiting new employees. As

a result, using EEO goals to insure equity and raising the status of the EEO director to reflect the importance of workforce diversity are also included under the attraction category.

Program effectiveness measurements for the attraction category include the following recruiting measurements: EEO goals met and diversity of applicant pool.

Diversity programs aimed at retention include orientation to the organization's culture (DeCenzo & Holoviak, 1990), valuing cultural differences training (Clark, 1993), tying executive compensation to retention of diverse employees (Caudron, 1993), and attention to the organization's mission statement and culture (Posner et al., 1985). Also included is politically correct terminology, a possible manifestation of organizational culture.

Other diversity programs included under the retention category are various benefit changes (DeCenzo & Holoviak, 1990; Denton, 1992). These benefit changes may include child and elder care (Clark, 1993); diversity awareness programs (Clark, 1993); recognition of ethnic holidays, customs, and foods (Mandell & Kohler- Gray, 1990); and work schedules (Denton, 1992). Other benefit changes may include company-sponsored social events and terminology in the company personnel manual.

Program effectiveness measurements for the retention

category include measurements of turnover. Other retention indices that organizations may track include changes in the type of labor grievances (an increase in diversity-based grievances may alert management to potential turnover problems), trends in employee climate survey results (changes in such survey results may indicate potential turnover problems), and number of employees attending awareness workshops. As diversity awareness increases, employee morale may also increase (Thomas, 1991), reducing turnover due to unhappy employees.

Development-oriented diversity programs include a mentoring system (Rothwell & Kazanas, 1989) and training in how to mentor; attention to the succession planning system (Martinez, 1991) and internal network systems, along with team-building sessions to help employees prepare themselves for promotions; leadership experiences (Rothwell & Kazanas, 1989) as well as leadership training; attention to work-related behaviors and expectations (often addressed through the mentoring system); and high potential diverse employee career tracking (Martinez, 1991). Interpersonal communication skills training is also included. This type of training provides a means of developing an employee's ability to interact with others, an important trait for promotability. Another program included under the development category is literacy training, with the ability to read enhancing an employee's

promotability potential.

Effectiveness measurements categorized under develop-
ment include: employee productivity changes (as a result
of employee development), number of employees attending
interpersonal communications skills training, career
tracking based on diversity, number of diverse employees
acting as mentors and being mentored, number of leadership
experiences offered to diverse employee groups, and track-
ing of high potential diverse employees.

## Control of Variables

This study was exploratory and descriptive in nature.
The issue of control was relevant with regard to possible
confusion about variable definitions. That possibility
was reduced through pilot testing the written survey
instrument.

## Pilot Instrument

A pilot study was incorporated into the research
design. A mailed self-administered survey instrument was
developed to query a sample of human resource practitio-
ners about their workforce diversity programs.

The purpose of the pilot study was to refine the
survey instrument in order to clear up ambiguous language,
add questions where needed, delete those questions that
did not provide usable information (did not discriminate
well between respondents), and provide a way to categorize

responses from open-ended in the pilot study to forced-choice in the final survey (Sheatsley, 1983).

According to Sheatsley (1983), an acceptable practice is to pilot test an instrument that is overly long with the intent of later reducing the number of questions. Eliminated or rewritten questions include those that respondents found to be ambiguous or difficult to understand. Other eliminated questions include those left blank by all pilot respondents.

The pilot study used a combination of forced-response and open-ended questions. The pilot survey took no more than 15 minutes to complete. Quality of response to later questions may suffer if completion time takes longer than 15 minutes (Wolf, 1988). Also, respondents may simply refuse to answer all the questions in a lengthy survey or may become frustrated with the length and not return the survey (Wolf, 1988). The final survey instrument was modified as a result of input from the pilot study.

## Pilot Participants

Five participants took part in the pilot study. Their names were derived from the same mailing list used for the self-administered survey. The pilot participant names were determined at the same time that the survey sample mailing list was derived. In that way, all names used in the quantitative portion of the study were determined at the same time.

Pilot participants were chosen because of their professional reputation in the field of HRM, or because of the professional reputation of the organization's human resource practices. Pilot participants were contacted by telephone and introduced to the study. Their participation was requested. Volunteers were sent a cover letter, a copy of the survey instrument, and a stamped self-addressed return envelope. A short list of questions concerning the survey itself was also included in this mailing.

Pilot participants were asked to complete and return both the survey questions and questions directed at the instrument itself (see Appendix F). Surveys used in the pilot test were not included in the data resulting from the final survey. Rather, information provided by the pilot participants was used to revise the final survey.

## Survey Instrument

Based on feedback from pilot study participants, the survey was revised (see Appendix G). Questions took a variety of forms. Some questions, concerned with whether or not the responding organization offers specific diversity programs, required a simple "yes" or "no" response. Other forced- choice questions asked respondents to rank order the importance of various diversity programs from a human resource perspective.

A statistician reviewed the survey instrument to

determine if the survey layout was in usable form for computer-based statistical analysis. This statistician reviewed the survey for ease of coding and facilitation of statistical analysis.

## Validation

A university faculty member with expertise in survey design was asked to review the survey for face validity. This expert reviewed the survey for flow of questions, wording and layout of the instrument, and clarity.

Content validation was supported by asking questions in the survey that corresponded to actual workforce diversity programs known to exist in organizations. These programs were revealed through a thorough review of related practitioner research publications (journals and books). Also, content validation was facilitated through pilot testing the survey with the five human resource practitioners previously described.

## Survey Envelopes

Research has concentrated on the effectiveness of type of postage and type of addressing used (typed versus labeled).

Kahle and Sales (1978) found the response rate will increase if envelopes are typed individually, rather than using labels. A study by Boser (1987) supported the findings of Kahle and Sales. Boser found that a higher

response was gained by universities surveying their gradu-
ates if the questionnaires were mailed in envelopes with
typed (not labeled) addresses. The current study used
typed addresses on envelopes to the respondents.

## Postage

No difference in response rate was found between
using ordinary and commemorative postage stamps, nor
between using one stamp and many small denomination stamps
on the envelope (Kanuk & Berenson, 1975).

However, Fox, Crask, and Kim (1988) suggested type of
postage used may affect the response rate. These authors
suggested using first-class postage rather than bulk rate.
The authors believed that first-class postage will result
in a higher response rate because this type of postage is
perceived as more personal and will not be as readily
discarded as "junk" mail. The current study used first-
class postage.

The presence of postage on return envelopes has been
shown to affect response rate. Enclosing a stamped self-
addressed envelope with the survey instrument will allow
ease of return by recipients (Kanuk & Berenson, 1975). The
current study used one first-class postage stamp on each
return envelope.

## Cover Letters

The literature is clear in suggesting that cover

letters are effective. However, does the type of cover letter affect response rate? Shale (1986) found no response difference between groups receiving either a formal cover letter or an informal "friendly" letter.

Kanuk and Berenson (1975) did find, however, that the response rate will increase if a formal title is used under the signature line on a cover letter. Using a formal title increases the level of personalization of the cover letter.

The literature also indicates that a personally written signature on each cover letter will positively affect response rate, as will typing the recipient's name and address on the cover letter (Boser, 1987).

The current study included a formal cover letter with a handwritten signature. The recipient's name, formal title, and address were typed on each cover letter.

Survey Length

Research studies have been conducted on survey length, coding, and color. With regard to length, the best approach is to make the job of answering the survey appear to take very little of the respondent's time. In other words, the survey should appear to be easy to complete (Cote, Grinnel, & Tompkins, 1984).

Goyder (1982) found a small, but significant, negative impact of length of survey on response rate. The longer the survey, the lower the response rate. For the

highest response rate, the survey should take no more than 15 minutes to complete (Wolf, 1988). As with the pilot survey, quality of response may decrease if survey completion time extends beyond 15 minutes. Furthermore, respondents may choose not to answer some or all of the questions in a lengthy survey, thus reducing the response rate (Wolf, 1988).

## Survey Coding

Should coding information be visible on the survey itself, or will it adversely affect response rate? In two independent studies, no relationship was found between response rate and coding visibility (Boser, 1987; Shale, 1986). When respondents were given the survey with the coded data placed in such a way that it could be easily removed by the recipient, few respondents removed the identifying information (Shale, 1986).

The current survey used a number coding system in order to track responses for survey follow-up purposes. The number codes were stamped on the survey and were visible in the upper right-hand corner of page one of the survey.

## Survey Paper Color

Does paper color affect response rate? According to Dillman (1978), surveys should be printed on white or off-white paper. The TDM developed by Dillman was closely

followed in the present study. The survey was printed on white legal-length paper folded so as to form an eight-page booklet.

## Follow-up

Research indicates that follow-up activities increase response rate (Kanuk & Berenson, 1975). As the number of follow-ups increase, so does the overall response rate (Boser, 1987). Siera and Pettibone (1988) found the telephone to be the most effective method in motivating recipients to complete questionnaires. An alternative to using the telephone as a means of follow-up is a written follow-up letter that includes a new packet of materials (including cover letter, survey and return envelope). Somewhat less effective is a personal typed letter reminding the recipient to complete and return the survey. Least effective is a reminder on a postcard.

The present study used two follow-up efforts and included, as with the initial mailing, a cover letter (this one reminding respondents of the study), along with a copy of the survey and a stamped self-addressed return envelope. The telephone was not used for following up on the people who had not responded because of the possibility of biasing the results if respondents used the telephone call as an opportunity to ask more questions about the study. Those respondents who were not telephoned

would not have had the same opportunity to ask such questions.

## Incentives

Cote et al. (1984) reviewed the work of Dillman and found that a researcher will do well to reward the respondent through verbal or written appreciation. Such incentives are effective in increasing response rate, as is making the survey as interesting as possible. An interesting survey, argue the authors, is incentive enough for recipient completion.

Other research suggested that offering the recipients a summary of the findings has no effect on response rate (Boser, 1987). The Boser research design involved soliciting information from recipients on behalf of their alma mater. No difference in response rate was found between the group that was offered a summary and the control group who did not receive this offer. A possible explanation may be that respondents were not interested enough to request a report summary, but completed the survey itself because of loyalty to their alma mater.

The current study included an offer to send survey results to interested respondents. Although this offer may not increase response rate, the results may be useful to the respondents' organizations in diversity program implementation activities.

## Sponsor

The type of sponsor has a clear effect on level of response rate to self-administered mailed surveys. The researcher can build trust with recipients through associating with a respected sponsoring group (Cote et al., 1984; Kanuk & Berenson, 1975). The Fox et al. (1988) meta-analysis findings indicated that university sponsors enjoy higher response rates than do non-university sponsors (specifically private business). Differences may be due to the perception that universities are interested in "pure" research that is not associated with the monetary enrichment of any particular group. A perception of greater respect for confidentiality may exist with university sponsors over non-university sponsors.

The present survey was accompanied by a cover letter indicating that the research was being completed to fulfill the researcher's doctoral degree requirements at Northern Illinois University. Northern Illinois University letterhead stationery was used for the cover letters.

## Consistency

Of interest to the study was whether responses were consistent between respondents. The returned surveys were randomly placed in two groups of equal size and the resulting data from the two groups were compared to determine if any differences in responses occurred.

## Nonresponse Bias

Nonresponse bias can be a problem when using results obtained from mailed questionnaires. To realize whether or not nonresponse had biased the present study, a random sample of 10 nonrespondents was called. Those called were asked why they chose not to respond. An explanation is provided in Chapter 4 to indicate any reasons for non-response (see section "Reasons for Nonresponses").

## Data Treatments

Descriptive statistics were used to analyze results of the written survey. Frequency analysis was calculated in order to address the first four research questions:

1. What types of diversity programs aimed at employee age, gender, ethnicity, and race are commonly offered by Chicago standard metropolitan statistical are (SMSA) firms with 500 or more employees at headquarters?

2. How do respondents measure effectiveness of diversity programs?

3. What do these organizations perceive to be the most effective approach(es) to instituting workforce diversity programs?

4. Why do responding organizations institute diversity programs?

Chi-square analysis was calculated to determine if the observed frequency of responses under the categories

of attraction, retention, and development was evenly

distributed across all workforce diversity programs list-

ed.  This analysis was done to address research question

five:  Do respondents differ in their preference for

diversity programs aimed at attracting versus retaining

versus developing a diverse workforce?

The SPSS-PC (1988) computer program was used to

statistically tabulate results from the quantitative

portion of the study.

## Qualitative Methodology

### Interview Procedures

Once the surveys were returned and tabulated, the

results of these surveys were used in the second portion

of the study.  This portion included qualitative in-depth

interviews with five HRD practitioners.  These volunteers

received a report summarizing the results from the survey.

These results provided information in an anonymous form

only, without identification of the respondents nor of the

organizations with which those respondents were associat-

ed.  The reason for providing interviewees with summary

survey information was to stimulate their thinking about

diversity from the perspective of employee attraction,

retention, and development; and to provide interviewees

with data regarding types of diversity programs currently

being offered by Chicago-area businesses.

The interviewees were asked to read the survey summary and to think about ways to integrate program offerings from their perspectives as HRD practitioners.

## Sample Source

A Northern Illinois University-sponsored association, the Human Resource Development Network, was the source for volunteers. The network consists of HRD practitioners within the state of Illinois. Volunteers, then, were practicing HRD professionals.

## Sample Size

Five volunteers, each representing a different organization, were solicited to engage in in-depth interviews for the present study. Other qualitative exploratory studies were reviewed for interview size. Among the reviewed studies, small samples were common, from a sample size of four (Conlon, 1993) to a sample of six (Hassumani, 1993) to a sample of two from each of seven organizations (Bianco-Mathis, 1989).

In a study focusing on practitioners' views of change management with regard to diversity, Conlon (1993) conducted in-depth interviews with four practitioners in the field of workforce diversity. Conlon's study differed from the current study in that her focus was on the organizational change process. In a study that focused on college presidents' views of cultural diversity, Hassumani

(1993) conducted exploratory interviews with six presidents of technical colleges in Minnesota. Bianco-Mathis (1989) conducted in-depth interviews with two informants from each of seven companies in order to address how HRD is involved in organizational change. Thus, a sample size of five seemed sufficient and appropriate for the purposes of this study.

## Interviewee Demographics

A biographical information sheet was compiled (see Appendix J). The information sheet was used when soliciting Human Resource Development Network participants, by telephone, for the interviews. The information sheet was completed over the telephone with Network members who agreed to participate in the study. Those omitted from consideration included full-time students and those not actively engaged in HRD work activities.

Network members were asked to complete the information sheet, while on the telephone, to provide demographic and other background profile information. Criteria used to select interviewees from among those who volunteered included the following (in order): (a) interviewees held different types of HRD roles, (b) interviewees had some exposure to workforce diversity issues, and (c) interviewees had varying lengths of HRD experience.

A reminder letter indicating time and place of the meeting was sent to each interviewee (Appendix H). Also,

summary information from the quantitative portion of the study was included with the reminder letter (Appendix K).

## Interviewee Profiles

Interviewees represented a variety of areas within the HRD field. Two of the five interviewees worked in the training and development area of HRD, one in a corporate environment, and one in a not-for-profit organization. The third interviewee worked in a career development capacity in a not-for-profit environment. The fourth interviewee worked in an HRD generalist position as director of the function for a Fortune 100 organization with responsibility over training and development, organization development, and career development. The fifth and final interviewee worked in the organization development field as an independent consultant. This interviewee worked primarily with Fortune 500 clients.

## Interview Time and Place

In-person interviews were scheduled at the volunteer's place of business or at a quiet location convenient to the volunteer. The interviews were scheduled for a one and one-half to two-hour time frame, allowing sufficient time to provide in-depth discussion without being overly long so as to fatigue the participants (see Appendix L for interview questions). With permission of the participants, audio-taping was used along with note-taking in

order to capture the discussion content. Note-taking also helped direct the flow of the discussion by reminding the interviewer to cover all requisite topics.

## Type of Questions

A series of open-ended questions was developed to be used during the interview discussions. These questions were organized around the study's research questions (see Appendix L).

## Protocol

A day or two after each interview, the interviewee was contacted by telephone and personally thanked. At that time, the interviewee was asked if additional thoughts had come to mind since the interview. Also, this telephone call was used to resolve any confusing statements made by the interviewee that occurred during the interview itself. Also, an offer was made to review, with the interviewee, the results of the study once completed.

## Interview Guide

The interview guide was used to organize the analysis of the five interviews. Both ethnographic summaries (interviewee quotes and paraphrasing) and content analyses were utilized. The content was analyzed for similarities of response among interviewees. Key opinions and phrases from each interviewee were noted and compared to the responses provided by the other interviewees.

Interview Coding

After all five interviews were completed, the interviews were all coded in the same manner. The taped interviews were replayed and notes from these tapes were completed on paper. The notes were transcribed under three columns. The first column was used to note the tape recorder counter number, the second column was used to index the content of the interview, and the third column was reserved for verbatim quotations. This form of interview coding has been suggested by Stenhouse (1988) as an effective alternative to the high costs associated with secretarial transcription services.

Reporting of Results

Since this is the qualitative portion of the study, the results of the interviews were reported based on answers to the interview questions rather than based on quantitative statistics. The interviews were semi-structured and were based on the study's overall research questions and on the anonymous summary data provided the interviewees from the survey portion of the study.

As a result, the report "write-up" included general topics (research questions and survey summary topics) as narrative headings with respective interviewee responses provided within each topic. These evaluative multisite case analysis results were reported by using both direct

(anonymous) interviewee quotations, along with summarized
information on interviewee comments.

## Summary

Chapter 3 presented the methodology used in the
current study. Rationale was presented for using both
quantitative survey methodology and qualitative in-depth
interviews to answer the research questions in the current
study. Detailed procedures associated with conducting the
survey were provided, including information on the sample,
variables, pilot and survey instruments, and data treat-
ments. Procedures used to complete the in-depth qualita-
tive interviews were also presented, including information
on the sample, interviewee profiles, interview protocol,
interview questions, and reporting of results.
Chapter 4 includes the findings of the study.

# CHAPTER 4

## FINDINGS

The first portion of this study addressed the extent and types of workforce diversity programs in existence in organizations. These programs were categorized according to the human resource activities pertaining to employee attraction, retention, and development. This portion of the study was completed using a mailed survey instrument that was sent to Chicago-area human resource managers.

Alternative approaches to diversity programming were then examined from a human resource development (HRD) perspective. One-on-one interviews with HRD practitioners were completed to address program coordination, prioritization, and implementation. Interviews also addressed measurements used to determine diversity program effectiveness.

Results of the quantitative survey portion of the study are provided first, as these results relate to the first five research questions. Then, results of the qualitative interviews are presented in response to the last five research questions.

Quantitative Findings

## Survey Response Rate

Surveys were mailed to all 217 Chicago standard metropolitan statistical area (SMSA) human resource managers at organizations with 500 or more employees at their corporate headquarters. The initial mailing was sent in August 1994. Of the 217 surveys with cover letters initially mailed, 76 were returned. Follow-up surveys with new cover letters were mailed in September 1994 to those 141 managers who did not respond to the initial mailing. Of the surveys mailed to these nonrespondents, 39 were completed and returned. A final follow-up mailing was completed in October 1994 and included yet another copy of the survey with the same cover letter sent in the second mailing. Surveys were mailed to the 102 remaining non-respondents. No surveys were returned as a result of this final mailing. The mailings were sent approximately three weeks apart.

The final overall return rate was 51.6%, with 112 usable surveys from a total of 115 surveys returned. Three unusable blank surveys were returned without any indication of the reasons these persons were not participating.

## Representativeness of Respondents

Given nearly a 52% response rate, the question of

respondent representativeness was addressed. Were the 112 respondents representative of the population? The question was addressed in three ways. First, a comparison was made between respondents and nonrespondents by geographic region. Second, respondents were compared to nonrespondents based upon an industry comparison. Because of the relatively large number of medical organizations represented among those responding, a post facto comparison was made between medical and nonmedical respondents. Third, selected nonrespondents were queried to determine why they did not respond.

Geographic Location

The response rate was calculated based on the respondents' geographic location so as to determine if the response rate differed greatly between the Illinois county of Cook (Chicago) and the Chicago, Illinois, collar counties of DuPage, Kane, Lake, McHenry, and Will (suburbs). Table 2 depicts the Illinois counties represented in the Chicago SMSA comprising the sample frame of this study. The second column in Table 2 lists total number of organizations in the sample frame by Illinois county. The third column lists the number of organizations responding from each Illinois county, and the last column indicates the percentage responding by each county. As can be determined from Table 2, the overall response rate did not greatly differ between Cook County and the collar

Table 2

Survey Response Rate by Geographic Location

| Illinois County | Number in Sample Frame | Number Responding | Percentage Responding |
|---|---|---|---|
| Cook | 154 | 77 | 50 |
| Collar Counties | 63 | 35 | 56 |
| DuPage | 27 | 15 | 56 |
| Kane | 9 | 5 | 56 |
| Lake | 19 | 11 | 58 |
| McHenry | 4 | 2 | 50 |
| Will | 3 | 2 | 67 |
| TOTAL | 217 | 112 | 52 |

Note.  N=112.

counties.  The response rate was 50% (77 respondents) from

Cook County and 56% (35 respondents) from the collar

counties.  The level of response by organizations located

in Cook County was similar to the level of response by

organizations located in collar counties.

Medical Compared to Nonmedical
Organizations

Respondents were also compared on a post facto basis

according to whether they worked for a medical or nonmedi-

cal organization.  Table 3 shows the data comparing the

response rate of medical and nonmedical respondents.  A

total of 54 medical organizations was represented in the

sample frame, along with 163 nonmedical organizations.

The response percentage rate for medical organizations was

57%, with a 50% response rate for nonmedical

Table 3

Survey Response Rate by Organization Type:
Medical Compared to Nonmedical

| Organization | Number in Sample Frame | Number Re- sponding | Percentage Responding |
|---|---|---|---|
| Medical | 54 | 31 | 57 |
| Nonmedical | 163 | 81 | 50 |
| TOTAL | 217 | 112 | 52 |

Note. N=112.

organizations. The difference in the response rate between

medical and nonmedical organizations was only 7%. The

proportion of returned surveys is close to the proportion

of surveys that were sent, lending support to the

statement that the respondents were representative of the

total population.

Reasons for Nonresponse

Another method used to determine if the respondents

were representative of the population was to determine the

reasons for nonresponse. If nonrespondents indicated that

they did not respond because their organizations offer no

diversity programs, then an argument may have been made

that these nonresponding organizations differed greatly

from those organizations that did respond and that did

offer diversity programs. A random sample of 10

nonrespondents was telephoned and asked why they did not

respond. Answers included, "Too busy to respond to the

survey"; "Corporate policy to not respond to surveys"; and "Department policy to not respond to surveys." None of the reasons provided by nonrespondents indicated a lack of organizational interest in offering diversity programs. Reasons given for nonresponses were unrelated to diversity. As a result, the conclusion was made that nonrespondents did not differ from respondents in the current study.

The reasons given for nonresponse, combined with the proportionate response rate across geographic location and across industry type, provide support for the conclusion that the responding group was representative of the population at large.

### Consistency of Survey Response

To determine the general consistency of survey responses, the 112 usable surveys were randomly placed in two groups of equal size. Group A consisted of 56 (50%) respondents and Group B had the other 56 (50%) respondents. Response comparisons were made between the two groups in order to determine if responses were consistent across all the respondents.

Table 4 depicts the frequency of response to a selected number of survey items for each of the two groups. The first column includes each survey question topic and a sampling of possible answer options for each topic. For example, the first question topic addressed Training

**Table 4**

Consistency of Survey Response Results by
Chicago SMSA Human Resource Managers

| Survey Question Topics | Number Responding "Yes" | |
| --- | --- | --- |
| | Group A (n=56) | Group B (n=56) |
| 1. Training Programs | | |
|    -Valuing cultural differences | 36 | 31 |
|    -Literacy training | 16 | 18 |
| 2. Compensation/EEO/Staffing | | |
|    -Status of EEO Director has been raised | 14 | 14 |
|    -My organization recruits this group through | | |
|      special interest groups | 43 | 37 |
| 3. Organization Development | | |
|    -Mentoring | 19 | 18 |
|    -Tracking high potential employees from this | | |
|      diverse group | 31 | 33 |
| 4. Benefits | | |
|    -Statement about workforce diversity in | | |
|      company personnel manual | 21 | 20 |
|    -Flexible work schedules | 34 | 37 |
| 5. Importance of different human resource areas | | |
|    with re: workforce diversity | | |
|      -Training most important/important | 37 | 35 |
|      -EEO most important/important | 38 | 40 |
| 6. Which human resource area should be considered | | |
|    important? | | |
|      -Organization development most important/ | | |
|      important | 8 | 10 |
|      -Mentoring most important/important | 5 | 4 |
| 7. Effectiveness measurements used | | |
|    -Employee turnover changes | 25 | 22 |
|    -Career tracking based on diversity | 11 | 10 |
| 8. Most important effectiveness measurements | | |
|    -Diverse employee group turnover changes | 16 | 20 |
|    -EEO goals met | 20 | 21 |
| 9. Why institute diversity? | | |
|    -Ethical reasons | 27 | 20 |
|    -Company wishes to gain a competitive | | |
|      advantage | 17 | 21 |
| 10. Importance of each to your organization | | |
|    -Attracting diverse workforce | 21 | 17 |
|    -Retaining diverse workforce | 20 | 24 |
|    -Developing diverse workforce | 17 | 16 |
| 11. Job Function | | |
|    -Affirmative Action/EEO | 24 | 29 |
|    -Generalist | 29 | 30 |

Note. N=112.

Programs. Respondents had a choice of answers among several options, including the options of valuing cultural differences and literacy training, as listed in Table 4.

The second column lists the number of respondents in Group A who indicated that their organizations offer the programs listed. The third column lists the number of respondents in Group B who indicated their organizations offer the programs listed.

Responses were similar between Group A and Group B on all of the answer options. A sample of those options, along with response rates in Groups A and B, are provided in Table 4 to support the statement that responses were relatively consistent across all respondents. Table 4 shows that the responses were relatively consistent across the respondent groups.

## Respondent Job Functions

Survey respondents were asked to indicate what human resource functional areas they were responsible for by checking the appropriate categories on the survey instrument (survey question #11 in Appendix I). Respondents were directed to check any of the human resource functional responsibility areas that applied to their current positions.

As can be determined from Table 5, survey respondents were responsible for a variety of human resource functional areas. The functional responsibility areas most

**Table 5**

Job Functions as Reported by Chicago
SMSA Human Resource Managers

| Human Resource Functions | Number of Responses | Percentage of Respon- dents* |
|---|---|---|
| Generalist HRM | 57 | 51 |
| Affirmative Action/Equal Employ- ment Opportunity (AA/EEO) (HRM function) | 53 | 47 |
| Employee/Labor Relations (HRM function) | 46 | 41 |
| Staffing (HRM function) | 44 | 39 |
| Human Resource Planning (HRM function) | 37 | 33 |
| Training and Development (HRD function) | 34 | 30 |
| Diversity | 31 | 28 |
| Benefits (HRM function) | 27 | 24 |
| Compensation (HRM function) | 27 | 24 |
| Organization Development (HRD function) | 25 | 22 |
| TOTAL | 381 | |

\* Percentages are based on the total number of respondents
(N=112). Totals do not add up to 100%. Respondents
were asked to check all human resource functions that
apply. As a result, many respondents checked more than
one function. Mean number of human resource responsibil-
ity areas per respondent=3.4018.

frequently checked were generalist, affirmative action/ equal employment opportunity (AA/EEO), employee/labor relations, and staffing. AA/EEO, employee/labor relations, and staffing are all areas that commonly fall under the responsibility of traditional HRM. The human resource functional area most infrequently checked was an HRD area, organization development.

Many respondents indicated that they have responsibility for more than one human resource functional area. Although 112 completed surveys were analyzed in this study, 381 responses were provided to this question. On average, respondents indicated they have responsibility for more than three human resource functional areas ($x=3.4018$).

The first five research questions relied on the use of quantitative survey data for analysis. The findings of these five quantitative-based research questions are presented first, followed by the findings related to the last five qualitative-based research questions. Responses to the last five research questions were analyzed using qualitatively derived data from in-depth interviews.

## Research Question One

The study's first research question addressed was, what types of diversity programs aimed at employee age, gender, ethnicity, and race are commonly offered by Chicago SMSA organizations with 500 or more employees at their

headquarters?

This research question was analyzed by tabulating frequency of responses to questions #1, #2, #3, and #4 of the survey instrument. (See Appendix I for raw data.) These questions asked respondents to check the types of diversity programs offered by their organizations under the headings of Training, Compensation/Equal Employment Opportunity (EEO)/Staffing, Organization Development, and Benefits. Frequency of response will be provided for each program heading.

Training Programs

Survey question #1 asked respondents to indicate what diversity-oriented training programs are offered by their organizations (survey question #1 in Appendix I). Table 6 presents the results tabulated from the first survey question. The first column of Table 6 presents training program options included in the survey. The second column provides the number of respondents indicating that they offer the training programs at their organizations with related percentages provided in parentheses. These percentages refer to the percentage of the total number of respondents who indicated that they offer such a training program. The third column provides the number of respondents who indicated that they do not offer the training program(s) at their organizations. Again, the percentage of the total is provided in parentheses. The fourth

**Table 6**

**Training Programs as Reported by Chicago
SMSA Human Resource Managers**

| Diversity Program | Number (%) Offering Program | Number (%) Not Offering Program | Number (%) Don't Know If Offered |
|---|---|---|---|
| Interpersonal Communication Skills | 75 (67) | 36 (32) | 1 (1) |
| Orientation to the Organization's Culture | 69 (62) | 43 (38) | 0 |
| Team Building | 68 (61) | 44 (39) | 0 |
| Leadership | 65 (58) | 47 (42) | 0 |
| Valuing Cultural Differences | 37 (33) | 75 (67) | 0 |
| How to Mentor | 20 (18) | 89 (79) | 3 (3) |
| Literacy | 19 (17) | 92 (82) | 1 (3) |

Note. N=112.

column provides number of respondents indicating that they do not know if such training programs are offered at their organizations. As can be determined from Table 6, few respondents indicated that they did not know if specific training programs were offered at their organizations.

The most commonly offered diversity training programs in this study were interpersonal communication skills (67%), orientation to the organization's culture (62%), team-building (61%), and leadership training (58%). Those diversity-related training programs offered least often were training in how to mentor (18%) and literacy training (17%).

## Compensation/EEO/Staffing Programs

Respondents were asked to indicate what compensation, EEO, and staffing diversity programs were currently offered by their organizations (survey question #2 in Appendix I). The results are presented in Table 7. Respondents were asked to indicate whether each program listed was offered for a specific diverse employee group (such as a group based on age, ethnicity, gender and/or race) or if the diversity program was offered for all employee groups. A summary of the results is provided in columns two through six, with raw counts appearing in each column. Respondents were also given the answer option "Don't know." Frequency figures for "Don't know" are provided in column seven. This column was used by respondents who

Table 7

Compensation/Equal Employment Opportunity/Staffing
Programs as Reported by Chicago SMSA
Human Resource Managers

| Diversity Program | Age | Ethnic | Gender | Race | All Groups | Don't Know | None |
|---|---|---|---|---|---|---|---|
| Special Interest Group Recruitment | 3 | 11 | 14 | 24 | 26 | 3 | 55 |
| Tracking EEO Numbers | 1 | 6 | 16 | 17 | 32 | 6 | 55 |
| College Recruitment | 0 | 10 | 13 | 13 | 33 | 3 | 60 |
| Internships | 0 | 7 | 5 | 16 | 41 | 4 | 48 |
| Financial Donations | 0 | 6 | 2 | 8 | 25 | 8 | 67 |
| Raised Status of EEO/ Diversity Director | 0 | 0 | 0 | 0 | 22 | 6 | 84 |
| Executive Compensation Tied to Diversity | 0 | 3 | 4 | 4 | 7 | 11 | 88 |

Note. Totals do not add up to 112 (N) because respondents could check more than one response.

did not know if their organizations offered a particular diversity program. The last column allowed respondents to indicate that their organizations definitely did not offer the particular diversity program.

Totals do not add up to 112 because respondents could check more than one response. For example, an organization may sponsor internships for ethnic and racial minorities. In that case, the respondent would check more than one response.

The most frequently offered compensation/EEO/staffing diversity programs, according to survey respondents, are special interest group recruiting (78 affirmative responses) and tracking EEO numbers (72 affirmative responses). The most infrequently offered diversity programs under this category are tying executive compensation to diversity (18 affirmative responses), raising the status of the EEO/Diversity Director (22 affirmative responses), and providing financial donations to area schools (41 affirmative responses).

A wide dispersion of responses occurred across the various diversity groups listed in Table 7. Many diversity programs are offered for all groups together, but some respondents indicated that certain diversity programs were offered for specific demographic groups, as well as for all groups together. For example, many organizations indicated that they offer college recruiting programs for

the diversity groups based on ethnicity, gender, and race. Also, many organizations indicated that they use special interest group recruitment for a wide variety of diverse groups. Similarly, respondents indicated that internships and EEO tracking were directed at specific diverse employee groups.

## Organization Development Programs

Respondents were asked to indicate what organization development diversity programs were currently offered by their organizations (survey question #3 in Appendix I). Results are presented in Table 8. Respondents were asked to indicate whether each program listed in survey question #3 was offered for a specific diverse employee group, such as a group based on age, ethnicity, gender and/or race, or if the diversity program was offered for all employee groups. Summary results are provided in the second through sixth columns, with raw counts provided under each column. Respondents were also given the answer option "Don't know." Frequency figures for "Don't know" are provided in column seven. This column was used by respondents who did not know if their organizations offered the particular diversity program. The last column allowed respondents to indicate that their organizations definitely did not offer the particular diversity program.

Totals do not add up to 112 because respondents could check more than one response. For example, an

Table 8

Organization Development Programs as Reported by
Chicago SMSA Human Resource Managers

| Diversity Program | Age | Ethnic | Gender | Race | All Groups | Don't Know | None |
|---|---|---|---|---|---|---|---|
| High Potential Employee Program | 1 | 5 | 7 | 7 | 39 | 5 | 63 |
| Politically Correct Terminology | 0 | 1 | 2 | 1 | 48 | 3 | 57 |
| Succession Planning | 1 | 4 | 7 | 8 | 27 | 9 | 64 |
| Work-Related Behaviors | 0 | 1 | 1 | 1 | 42 | 5 | 62 |
| Mission Statement | 0 | 1 | 0 | 1 | 38 | 4 | 68 |
| Leadership Experiences | 0 | 0 | 1 | 2 | 35 | 7 | 67 |
| Networking Opportunities | 0 | 2 | 5 | 5 | 18 | 10 | 75 |
| Mentoring Program | 1 | 1 | 2 | 2 | 22 | 9 | 75 |

Note. Totals do not add up to 112 (N) because respondents were asked to check as many boxes as applied.

organization may provide mentoring programs for women and racial minorities. In that case, the respondent would check more than one response.

The most frequently offered organization development diversity programs, according to the respondents, were the use of high potential diverse employee programs (59 affirmative responses), the use of politically correct terminology (52 affirmative responses), and succession planning for diverse groups (47 affirmative responses). Overall, however, relatively few organizations indicated that they use organization development diversity programs. This relatively low use of organization development programs becomes evident when comparing the results found in Table 8 (diversity programs aimed at organization development) to the results found in Tables 6 and 7 (diversity programs aimed at training and at compensation/EEO/staffing). More respondents checked the "No" boxes under the Organization Development survey question than under either the Training program question or the Compensation/EEO/Staffing program question.

Further, most organization development diversity programs offered in organizations are offered to all diverse groups together, rather than to a specific group based on age, ethnicity, gender, and/or race. A small dispersion of responses occurred across the various diversity groups listed in Table 8. Most of the diversity

programs chosen by respondents are offered for all diverse employee groups together with very few organization development programs geared toward only specific demographic employee groups. The organization development programs that showed the greatest answer dispersion were succession planning and the use of high potential employee programs. Several more respondents checked specific demographic employee groups for these two diversity programs, with relatively more checking gender and race than the age and ethnic categories.

The most infrequently offered organization development diversity programs are mentoring programs (28 affirmative responses) and networking opportunities for diverse employee groups (30 affirmative responses).

## Benefits Programs

Survey respondents were asked to indicate what diversity-oriented benefits programs are offered by their organizations (survey question #4 in Appendix I). Table 9 presents the results tabulated from the fourth survey question.

The first column of Table 9 presents benefit program options included in the survey. The second column provides the number of respondents indicating that they offer the benefit programs at their organizations with percentages provided in parentheses. These percentages refer to the percentage of the total number of respondents who

**Table 9**

Benefit Programs as Reported by Chicago
SMSA Human Resource Managers

| Diversity Program | Number (%) Offering Program | Number (%) Not Offering Program |
|---|---|---|
| Flexible work schedules | 71 (63) | 41 (37) |
| Ethnic food (served in organization's cafeteria) | 43 (38) | 69 (62) |
| Statement about diversity in personnel manual | 41 (37) | 71 (63) |
| Organization-sponsored activities: date changes | 37 (33) | 75 (67) |
| Organization-sponsored social event changes | 34 (30) | 78 (70) |
| Recognition of ethnic holidays | 34 (30) | 78 (70) |
| Child-care referral service | 26 (23) | 86 (77) |
| Ethnic/culture awareness programs | 22 (20) | 90 (80) |
| Elder-care referral service | 22 (29) | 90 (80) |
| Race awareness programs | 22 (20) | 90 (80) |
| Gender awareness programs | 19 (17) | 93 (83) |
| Subsidized child care | 16 (14) | 96 (86) |
| Age awareness programs | 15 (13) | 97 (87) |
| Child-care work release time | 15 (13) | 97 (87) |
| Elder-care work release time | 14 (13) | 98 (88) |
| Recognition of ethnic customs | 13 (12) | 99 (88) |
| Child-care company-run centers | 5 (4) | 107 (96) |
| Subsidized elder care | 4 (4) | 108 (96) |

indicated they offer such a training program. The third column provides the number of respondents indicating that they do not offer the training program(s) at their organizations. Again, the percentage of total is provided in parentheses. The most commonly offered diversity benefits program in this study was the use of flexible work schedules (63%). The most infrequently offered benefits programs included company-run child care centers (4%) and subsidized elder care (4%).

With the exception of flexible work schedules, none of the diversity benefit programs were offered by at least 50% of the respondents. Table 9 shows that few diversity benefit programs are being offered by the responding organizations.

To summarize results found under research question one, commonly offered diversity training programs (offered by over 50% of those responding) included orientation to the organization's culture training, leadership training, interpersonal communication skills training, and team-building training. Training programs most infrequently offered included valuing cultural differences, how to mentor, and literacy training.

Compensation/EEO/staffing diversity programs commonly offered by respondents (50% or more affirmative responses) included EEO goals are used to achieve full utilization, college recruitment of diverse groups, recruitment of

special interest groups, and linkages with area public schools through the sponsoring of internships.

Compensation/EEO/staffing programs most infrequently offered by respondents included a portion of executive compensation based on number of diverse employees retained or promoted, status of EEO/Diversity Director has been raised in the organization to reflect the importance of workforce diversity, and the provision of financial donations to area public schools.

No organization development diversity programs were offered by at least 50% of respondents. The only answer approaching a 50% affirmative response was to the question concerning organizational tracking of high potential diverse employees. Of those responding, 47% indicated that their organizations use this organization development diversity program.

Commonly offered (50% or more affirmative responses) benefits programs aimed at diversity included only flexible work schedules. The benefits programs that were not chosen by many respondents included all the other benefits programs listed in the survey:  statement about workforce diversity in company personnel manual, changes in types or dates of company-sponsored social events and activities, child- or elder-care programs, "awareness" programs, and ethnic recognition programs.

To further summarize Tables 5, 6, 7, 8, and 9, a

clear preference was given by respondents, as a group, for specific programs related to each of the human resource functional areas listed. Overall, however, relatively few diversity programs are being offered by the sampled HRM group.

## Research Question Two

The second research question was, how do respondents measure effectiveness of diversity programs? Effectiveness measurement alternatives provided in the survey were derived from a literature search. Specifically, survey question #7 asked, organizations may use a variety of techniques to measure the effectiveness of their workforce diversity programs. Which of the following does your company use to measure effectiveness of diversity program(s)? (See Appendix I for raw data.)

This second research question was answered by analyzing data derived from several of the survey questions. To answer this research question, attention was directed to both diversity program effectiveness measures used and the importance of various human resource functional areas with regard to diversity. Also covered by this research question were what human resource functional areas the respondents believed should be considered important by their organizations. The analysis of research question #2 begins with effectiveness measurements.

## Effectiveness Measurements

Table 10 provides information on the various ways organizations use to measure the effectiveness of their diversity programs (survey question #7 in Appendix I for raw data). The first column provides effectiveness measurement options that survey respondents may have chosen. The second column provides the raw count of respondents who indicated that their organizations use each listed effectiveness measurement. The third column provides the percentage of total number of respondents who indicated that they use each effectiveness measurement option. Raw counts do not add up to 112 because respondents were asked to check all effectiveness measurements that applied to their organizations. For example, a respondent may have indicated both the use of EEO goals and diverse employee group turnover as diversity effectiveness measurements.

The most frequently used measure of diversity effectiveness chosen by the respondents was the use of EEO goals. Of all 112 respondents, 57 (51%) chose this measurement option. The use of EEO goal attainment suggests a legalistic response to diversity management in that goal tracking is a compliance approach to diversity.

The most infrequently chosen effectiveness measurements were measuring the number of diverse employees acting as mentors (1%) and the number of diverse employees being mentored (4%). The low use of these effectiveness

**Table 10**

**Diversity Program Effectiveness Measurements
as Reported by Chicago SMSA
Human Resource Managers**

| Diversity Program Effectiveness Measurements | Number of Responses | Percentage of Responses* |
|---|---|---|
| EEO goals met | 57 | 51 |
| Diverse employee group turnover changes | 47 | 42 |
| Tracking diversity of applicant pool | 41 | 37 |
| Number of labor grievances based on race, ethnicity, gender, and/or age | 31 | 28 |
| Changes in organizational climate survey results regarding acceptance of diversity | 29 | 26 |
| Career tracking based on diversity | 21 | 19 |
| Number of employees attending interpersonal communications skills training | 15 | 13 |
| Number of leadership experiences offered to diverse employees | 14 | 13 |
| Employee productivity changes | 12 | 11 |
| Number of employees attending diversity awareness workshops | 12 | 11 |
| Tracking high potential diverse employees | 11 | 10 |
| Tracing number of diverse employees being mentored | 4 | 4 |
| Tracking number of diverse employees acting as mentors | 1 | 1 |

\* Totals do not add up to 100%. Respondents were asked to check all effectiveness measurements that apply. Therefore, the number of responses does not add up to 112 (N).

measurements suggests that organizations are not using an organization development approach to workforce diversity. Rather than measuring the development of its diverse workforce, organizations are relying on simple EEO head counts in an effort to comply with government mandates regarding diverse employee representation.

## Importance of Human Resource
## Functional Areas

Related to the survey question about effectiveness measurements is another survey question that focused on the importance of various human resource functional areas with regard to diversity (survey question #5 in Appendix I). A comparison was made between effectiveness measurements used and relative importance of human resource functional areas. The logic is that if organizations are approaching diversity in a rational way, then a relationship should exist between the importance of specific human resource functional areas and the types of effectiveness measurements used. For example, in this study the most commonly chosen effectiveness measurement is the tracking of EEO goals. Since EEO goal tracking is generally the responsibility of the EEO function, it would follow that organizations should examine the EEO function as important to the diversity effort. Accordingly, a relationship should exist between the importance of the EEO function and EEO goal tracking.

Table 11 provides information on how respondents rated each human resource functional area as it applies to diversity (see Appendix I for raw data). The first column of Table 11 provides individual human resource functional areas. The second through fourth columns provide response options: most important functional area, important functional area, and least important functional area. The fifth column provides response counts for those respondents who indicated that particular functional area did not apply to their organization's diversity efforts. Finally, the sixth column provides counts of missing data. These figures represent respondents who did not check any box in a given row for a particular functional area.

As can be determined from this table, respondents indicated that the functional areas of EEO (33%), Staffing (29%) and Training (20%) are most important to their organizations' diversity efforts. The least important functional areas are organization development-oriented functions: networking (2%) and mentoring (4%).

Relationship between Functional
Areas and Effectiveness
Measurements

A comparison was made between data collected regarding the relative importance of specific human resource functional areas and the effectiveness measurements used by responding organizations. Does a relationship exist between the type of human resource functional area seen as

Table 11

Importance of Human Resource Functional Areas as
Reported by Chicago SMSA Human Resource Managers

| Human Resource Functional Area | Level of Importance | | | | |
|---|---|---|---|---|---|
| | Most Important | Important | Least Important | Does Not Apply | Missing |
| EEO | 37 (33) | 41 (37) | 15 (13) | 17 (15) | 2 (2) |
| Staffing | 32 (29) | 49 (44) | 11 (10) | 17 (15) | 3 (3) |
| Training | 22 (20) | 50 (44) | 14 (13) | 22 (20) | 4 (4) |
| Organization Development | 18 (16) | 43 (38) | 19 (17) | 27 (24) | 5 (4) |
| Leadership Experiences | 10 (9) | 33 (29) | 23 (21) | 40 (36) | 6 (5) |
| Benefits | 6 (5) | 45 (40) | 25 (22) | 32 (29) | 4 (4) |
| Career Planning | 6 (5) | 23 (21) | 33 (29) | 44 (39) | 6 (5) |
| Compensation | 4 (4) | 45 (40) | 18 (16) | 40 (36) | 5 (4) |
| Mentoring | 4 (4) | 18 (16) | 38 (34) | 44 (39) | 8 (7) |
| Networking | 2 (2) | 18 (16) | 43 (38) | 42 (38) | 7 (6) |

most important and the type of effectiveness measurements used? If an organization relies on EEO as an important diversity functional area, then EEO-type diversity program effectiveness measurements should also be used. If an organization relies on Staffing as an important diversity functional area, then staffing-type effectiveness measurements should be used. Similarly, if an organization relies on Training as an important diversity functional area, then training-type diversity program effectiveness measurements should be used.

The three most frequently occurring functional areas, EEO, Staffing, and Training, were compared to effectiveness measurements that would logically be associated with those functional areas. The EEO function was compared to the most frequently chosen EEO-based effectiveness measurement: EEO goal tracking. The Staffing function was compared to the most frequently chosen effectiveness measurements: tracking diverse employee group turnover rates and tracking diverse applicant pool levels. The Training function was compared to the most frequently occurring training-oriented effectiveness measurement: tracking numbers of employees attending interpersonal communication skills training.

EEO function compared to EEO goal tracking. A chi-square statistic was calculated comparing the EEO function to the EEO goal tracking effectiveness measurement. If

responding organizations are taking a rational approach to diversity management, then those organizations interested in an EEO-managed diversity program would likely use an EEO-based effectiveness measurement, such as EEO goal tracking.

As can be determined from Table 12, responding organizations who viewed EEO as the most important functional area with regard to diversity also used EEO goal tracking as an effectiveness measurement. The results were significant at the .05 level.

Table 12

Comparison of the EEO Function to EEO Goal
Tracking as an Effectiveness Measurement
as Reported by Chicago SMSA Human
Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|------------------|--------------------|--------------|
| 34.07575 | 4 | .0000* |

* Significant at the .05 level.

Note. N=112.

Staffing function compared to tracking diverse employee turnover rates. The staffing function was compared to the effectiveness measurement: tracking diverse employee turnover rates. If responding organizations are taking a rational approach to diversity management, then those organizations interested in a Staffing-managed

diversity program would likely use a Staffing-based effec-

tiveness measurement, such as the tracking of turnover.

Table 13 provides the findings of the chi-square

analysis. Responding organizations who viewed Staffing as

the most important functional area with regard to diversi-

ty also used staffing-based diverse employee turnover

tracking as an effectiveness measurement. These results

were significant at the .05 level.

Table 13

Comparison of the Staffing Function to Diverse
Employee Turnover Tracking as an Effectiveness
Measurement as Reported by Chicago
SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|------------------|--------------------|--------------|
| 17.99621 | 4 | .00124* |

* Significant at the .05 level.

Note. N=112.

Staffing function compared to tracking the size of

the diverse applicant pool. The staffing function was

compared to the effectiveness measurement: tracking the

size of the diverse applicant pool. Table 14 provides the

findings of the chi-square analysis. Responding organiza-

tions who viewed Staffing as the most important functional

area with regard to diversity also used staffing-based

diverse employee pool tracking as an effectiveness

Table 14

Comparison of the Staffing Function to Diverse
Employee Applicant Pool Tracking as an
Effectiveness Measurement as Reported
by Chicago SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|------------------|--------------------|--------------|
| 15.68694 | 4 | .00347* |

* Significant at the .05 level.

Note.  N=112.

measurement.  These results were significant at the .05

level.  A relationship also exists between the staffing

function and turnover tracking, as presented in the previ-

ous section.

   Training function compared to tracking the number of

employees attending interpersonal communication skills

training.  The training function was compared to the

effectiveness measurement:  tracking the number of employ-

ees attending interpersonal communication skills training.

The training function was viewed by respondents as the

third most important human resource functional area, after

EEO and Staffing.  For the training function, the corre-

sponding effectiveness measurement chosen was the most

frequently used training-based measurement:  the tracking

of employees attending interpersonal communication skills

training.  If responding organizations are taking a ratio-

nal approach to diversity management, then those organiza-

tions interested in a training-managed diversity program would likely use such a training-based effectiveness measurement. (Table 15 shows chi-square analysis results.)

Table 15

Comparison of the Training Function to Tracking
Number of Employees Attending Interpersonal
Communication Skills Training as an
Effectiveness Measurement as
Reported by Chicago SMSA
Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 9.71996 | 4 | .04542* |

* Significant at the .05 level.

Note. N=112.

Responding organizations who viewed training as the most important functional area with regard to diversity also used training-based tracking of number of employees attending interpersonal communication skills training as an effectiveness measurement. The results were significant at the .05 level.

Respondents' views regarding importance of functional areas. Respondents were asked if the functional areas stressed by their organizations were the most appropriate to the diversity programming effort. Specifically, survey question #6 asked respondents to indicate what human

resource functional areas they believed <u>should be included</u> in diversity programming at their organizations.

As Table 16 shows, respondents rated training, staffing, and EEO as the most important functional areas with regard to diversity programming. These are the same three functional areas that respondents indicate are currently viewed as most important by their organizations. Respondents indicated that training should be the most important human resource area with regard to workforce diversity by 38% (42 affirmative responses) of those responding, followed by staffing with a 22% (25 affirmative responses) response rate. EEO was seen as most important by 12% (13 affirmative responses) of those responding.

The relative ranking among the three functional areas differs from the ranking found in Table 11. However, both organizations and individual HRM respondents agreed that the same three functional areas are the most important with regard to diversity, even if the rank order among the top three areas differed. Both groups agreed on the importance of EEO, staffing, and training.

The effectiveness measurements currently being used by the respondents' organizations relate logically to the functional areas stressed by both the organizations and by the respondents themselves.

## Summary

Clear relationships exist among the human resource

**Table 16**

**Preferred Human Resource Functional Areas**
**as Reported by Chicago SMSA Human**
**Resource Managers**

| Human Resource Functional Area | Most Important No. | % | Next Important No. | % | Third Important No. | % |
|---|---|---|---|---|---|---|
| Training | 42 | (38) | 21 | (19) | 14 | (13) |
| Staffing | 25 | (22) | 25 | (22) | 10 | (9) |
| EEO | 13 | (12) | 10 | (9) | 9 | (8) |
| Organization Development | 8 | (7) | 10 | (9) | 15 | (13) |
| Leadership Experiences | 5 | (4) | 10 | (9) | 10 | (9) |
| Mentoring | 4 | (4) | 5 | (4) | 13 | (12) |
| Networking | 2 | (2) | 4 | (4) | 3 | (3) |
| Benefits | 1 | (1) | 3 | (3) | 4 | (4) |
| Career Planning | 1 | (1) | 9 | (8) | 13 | (12) |
| Compensation | 1 | (1) | 1 | (1) | 3 | (3) |

**Note.** Of the 112 total respondents, 102 answered this question.

functional areas of EEO, Staffing, and Training, and related diversity effectiveness measurements. Those organizations that rated EEO as the most important function relative to diversity also used EEO tracking as a diversity program effectiveness measurement more often than did those organizations that did not view EEO as the most important function with regard to diversity.

Those organizations that rated Staffing as the most important function also used diverse employee turnover tracking and diversity of applicant pool tracking as effectiveness measurements more often than did those organizations that did not view Staffing as the most important function relative to workforce diversity.

Those organizations that rated Training as the most important function relative to diversity also used a training effectiveness measurement, tracking attendance at interpersonal communication skills training, more often than did those organizations that did not view training as the most important function relative to diversity.

The second research question asked how respondents measured effectiveness of diversity programs. Several steps were used to answer the second research question. First to be presented were the effectiveness measurements chosen by respondents. Then, the relative importance of human resource functional areas was provided. Third, a comparison was made between effectiveness measurements

chosen and the importance of various human resource functional areas. The findings determined that organizations are logically connecting the two. A statistical relationship was found between the type of effectiveness measurement used and the relative importance of various human resource functional areas. The last area to be addressed in answering research question number two was an analysis of what respondents believed should be included in diversity programming. Results indicated responding organizations overall stressed training, staffing, or EEO. Further, respondents indicated that those were the same areas that should be addressed. Overall, respondents did not indicate that a change in human resource functional area focus was needed.

## Research Question Three

The third research question addressed was, what do these organizations perceive to be the most useful effectiveness measurement for workforce diversity programs? Effectiveness measurements are used by organizations to measure the success of their diversity efforts (survey question #8 in Appendix I).

Table 17 yields the findings from this survey question. The first column lists diversity program effectiveness measurement options, the second column lists the number of respondents indicating their organizations view that particular effectiveness measurement as one of the

**Table 17**

Three Most Important Effectiveness Measurements as
Reported by Chicago SMSA Human Resource Managers

| Effectiveness Measurement | Number Answering Yes* | Percentage of Total Respondents** |
|---|---|---|
| EEO goals met | 41 | 37 |
| Diverse employee turnover | 36 | 32 |
| Diversity of applicant pool | 26 | 23 |
| Climate survey changes | 23 | 21 |
| Labor grievance changes | 20 | 18 |
| Career tracking | 8 | 7 |
| Track productivity changes | 8 | 7 |
| Track awareness training attendance | 7 | 6 |
| Track leadership experiences | 7 | 6 |
| Track attendance at interpersonal communications training | 5 | 4 |
| Track high potential program | 4 | 4 |
| Track diverse employees being mentored | 1 | 1 |
| Track diverse employees mentoring others | 0 | 0 |

* Thirty-one of the 112 respondents to this survey did not complete any portion of this question.

** Percentages do not add up to 100 because respondents were asked to select three effectiveness measurement options on this survey question. On average, respondents selected two effectiveness measurements.

three most important to their organizations. The third column provides the percentage of total respondents who indicated their organizations view that particular effectiveness measurement as one of the three most important.

In responding to this survey question, respondents noted the use of EEO goal attainment as the most important diversity effectiveness measurement. Of the total number of respondents, 37% chose this alternative. The choice of EEO goal attainment by respondents is not surprising, given respondents' interest in EEO as an appropriate human resource functional area relative to workforce diversity. By choosing EEO goal attainment as the most useful effectiveness measurement, respondents indicated a reliance on legalistic compliance to be the best approach to tracking the effectiveness of diversity program efforts.

The second most important diversity effectiveness measurement chosen by respondents was the tracking of diverse employee group turnover changes, with 32% of respondents choosing this effectiveness measurement. The choice of this effectiveness measurement is in line with respondents' interest in staffing (as well as EEO) as an appropriate human resource functional area with regard to diversity.

Of the 112 total respondents to this survey, 31 did not answer this survey question. The question was placed at the bottom of the survey and did not provide answer

options as the other questions in the survey did. It is possible that some respondents overlooked this question.

## Research Question Four

The fourth research question asked, why do responding organizations institute diversity programs? (Survey question #9 in Appendix I.)

Table 18 provides findings from this research question. The first column in Table 18 shows response options, the second column indicates the number of respondents who checked each answer option, and the last column provides response level in percentage form. This column shows the percentage of total respondents who checked each respective box.

Of those responding, the largest group (47, 42%) indicated that diversity has been instituted at their organizations because it is an ethical approach to workforce management. Other responses chosen less frequently included: company wishes to gain a competitive advantage, a reason chosen by 38 respondents (34%); and the company wishes to compete for an increasingly scarce labor pool, chosen by 35 respondents (31%). Relatively fewer respondents indicated a concern for increasing productivity (28, 25%) as a reason for instituting diversity. Also, few respondents (18, 16%) indicated their company is interested in enhancing its public image.

**Table 18**

**Reasons Why Diversity Programs Are Instituted
as Reported by Chicago SMSA
Human Resource Managers**

| Response Options | Number of Responses | Percentage of Respondents* |
|---|---|---|
| Company believes it is an ethical approach to managing our workforce | 47 | 42 |
| Company wishes to gain a competitive advantage | 38 | 34 |
| Company wishes to compete for an increasingly scarce labor pool | 35 | 31 |
| Company is interested in increasing productivity | 28 | 25 |
| Company is interested in enhancing its public image | 18 | 16 |

* One respondent did not answer this question (n=111).

## Research Question Five

The fifth research question addressed whether respondents differ in their preference for diversity programs that focus on attraction, retention, or development (survey question #10 in Appendix I).

The first column of Table 19 shows the diversity program objective options included in the survey. The second column provides the number of respondents who selected a particular objective as the "most important" objective. Percentage of the total respondents who selected that particular objective is included in parentheses. The third column indicates frequency counts and percentages of those respondents selecting objectives as "somewhat important," and the last column provides the frequency counts and percentages associated with the selection by the respondents of the "least important" objectives.

To answer research question #5, the data were subjected to chi-square analysis. Respondents were separated according to their preferences of diversity program objectives (attraction, retention, or development). Respondents who indicated that attraction (see Table 19) was the most important diversity objective were then examined, as a group, to determine if they offer more diversity programs focused on attraction than do the other respondents. The same analyses were conducted comparing the group that

**Table 19**

**Diversity Program Objectives as Reported by
Chicago SMSA Human Resource Managers**

| Diversity Objective | Most Important No. | % | Somewhat Important No. | % | Least Important No. | % |
|---|---|---|---|---|---|---|
| Attracting a diverse workforce | 38 | (34) | 24 | (21) | 23 | (21) |
| Retaining a diverse workforce | 44 | (39) | 34 | (30) | 8 | (7) |
| Developing a diverse workforce | 33 | (29) | 24 | (21) | 30 | (27) |

\* Columns do not add up to 112 (N) because some respondents checked more than one objective as "most important" while others only completed the "most important" column, resulting in a lower overall number of responses in the last two columns.

chose retention as the most important objective to determine if they have significantly more retention-oriented programs than other respondents. Last, those respondents who selected development as the most important diversity objective were examined to determine if they offer significantly more development-oriented diversity programs than do the other respondents. These groups were examined using contingency tables in chi-square analyses.

## Attraction as the Most
## Important Objective

First to be analyzed were those respondents who indicated that attracting a diverse workforce was the most important objective at their organization. This group constituted 38 respondents (34%). Chi-square analyses were conducted to determine whether this group offered more diversity programs aimed at attraction than did those respondents who did not indicate that attraction was the most important diversity objective.

The attraction objective was also compared to various human resource functional areas to determine what functional area is seen as the most important by the group interested in attracting a diverse workforce. Also, effectiveness measurements for the attraction group were examined to determine if certain effectiveness measurements were selected more often than the others by this group. The analyses centered on diversity programs are

presented first, followed by human resource functional
areas, and then effectiveness measurements.

Diversity programs. Results were significant at the
.05 level when respondents interested in attraction were
examined in relation to their preference for college
recruiting activities aimed at diverse groups. (See Table
20.) For those organizations interested in attracting a
diverse workforce, a significantly higher number of re-
spondents included college recruiting activities to at-
tract one or more diverse groups.

Table 20

Comparison of the Attraction Objective to College
Recruitment as Reported by Chicago SMSA
Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|------------------|--------------------|--------------|
| 14.77956 | 2 | .00062* |

* Significant at the .05 level.

Note. N=112.

Another attraction diversity program, special inter-
est group recruitment, was offered significantly more
often (at the .05 significance level) for those respon-
dents interested in attracting a diverse workforce (see
Table 21). Special interest groups may include associa-
tions of retired people, ethnic/racial groups, and gender-

Table 21

Comparison of the Attraction Objective to Special
Interest Group Recruitment as Reported by
Chicago SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 28.90995 | 2 | .0000* |

\* Significant at the .05 level.

Note. N=112.


based groups.

Another attraction diversity program, the provision
of financial donations to area public schools, was also
found to be significant at the .05 significance level for
those organizations that view attraction as the most
important objective with regard to workforce diversity
(Table 22).


Table 22

Comparison of the Attraction Objective to
Provision of Financial Donations to Area
Public Schools a Reported by Chicago
SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 13.43277 | 2 | .00121* |

\* Significant at the .05 level.

Note. N=112.


Those organizations that are interested in attracting
a diverse workforce use financial donations to area public

schools as a means of attracting a diverse workforce sta-
tistically more than do those organizations that do not
view attraction as the main diversity objective. Organiza-
tions that are interested in diverse employee attraction
are not only concerned with current employee recruitment
issues. These organizations are also interested in im-
proving the skill and knowledge levels of their future
workforce through the provision of financial donations to
area public schools.

Other diversity programs aimed at attracting a
diverse workforce were included in the survey. These other
programs were not selected at a higher rate by respondents
who are interested in attraction as a main objective of
workforce diversity, rather than the objective of retention
or development. These programs included EEO goals used to
achieve full utilization of a diverse workforce and the
sponsoring of internships with area public schools.

Human resource functions. Staffing is a function
commonly associated with employee attraction. However,
staffing, as a function, was not viewed as important by a
significant number of respondents interested in attracting
a diverse workforce. This group did not choose staffing as
an important human resource area with regard to workforce
diversity.

However, EEO was viewed by a statistically significant
number of respondents as an important function to respon-

dents interested in attracting a diverse workforce even though use of EEO goals was not used as a specific diversity program (see Table 23).

Effectiveness measurements. Along with indicating that EEO is an important function relative to workforce diversity, this group also indicated that EEO goal attainment is used as a workforce diversity effectiveness measurement. EEO was viewed as an important function, even though the use of EEO goals to achieve full utilization was not used as a specific program aimed at workforce diversity (see Table 24).

Table 23

Comparison of the Attraction Objective to the
Importance of EEO as a Diversity Function
as Reported by Chicago SMSA Human
Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 14.45534 | 4 | .00598* |

* Significant at the .05 level.

Note. N=112.

Table 24

Comparison of the Attraction Objective to EEO
Goals Met as an Effectiveness Measurement
as Reported by Chicago SMSA
Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 9.35276 | 1 | .00223* |

* Significant at the .05 level.

Note. N=112.

## Retention as the Most
## Important Objective

The next group to be analyzed consisted of those who indicated retention was the most important objective relative to workforce diversity. This group constituted 39% of respondents. Of the three categories of attraction, retention, and development, this retention group housed the largest number of respondents.

Chi-square analyses were conducted to determine whether this group offered more diversity programs aimed at retention than did those respondents who did not indicate that retention was the most important diversity objective. The retention objective was also compared to various human resource functional areas to determine what functional area is seen as the most important by the group interested in retaining a diverse workforce. Also, effectiveness measurements for the retention group were examined to determine if certain effectiveness measurements were selected more often than were others by this group. The analyses centered on diversity programs are presented first, followed by human resource functional areas, and then effectiveness measurements.

Diversity programs. Several workforce diversity programs aimed at diverse employee group retention were included in the survey instrument. None of the retention programs were selected by a statistically significant number of respondents interested in retention as an objec-

tive.

Alternative retention programs included in the survey, but not chosen by many retention-oriented respondents, were orientation to the organization's culture, valuing cultural differences, a portion of executive compensation is based on number of employees retained or promoted from this group, the organization paying attention to this diverse employee group(s) in the company mission statement, and use of politically correct terminology.

A statistically significant number in this retention group indicated that they use EEO goals to achieve full diversity utilization, a diversity program generally aimed more at employee attraction than employee retention (see Table 25).

Table 25

Comparison of the Retention Objective to EEO
Goal Utilization as Reported by Chicago
SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 7.36481 | 2 | .02516* |

* Significant at the .05 level.

Note. N=112.

Human resource functions. With regard to the importance of human resource functional areas to workforce

diversity, a statistically significant number in the group interested in retention indicated the staffing function to be most important (see Table 26).

Table 26

Comparison of the Retention Objective to the
Importance of Staffing as a Diversity
Function as Reported by Chicago
SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 10.04872 | 2 | .00658* |

* Significant at the .05 level.

Note. N=112.

Staffing, then, was viewed as either "most important" or "important" by a statistically significant number of respondents who indicated retention as the primary objective for workforce diversity programs. This same group did not indicate other areas of human resources such as training, EEO, benefits, and compensation to be important to the retention objective.

Effectiveness measurements. In terms of effectiveness measurements, a statistically significant number in this group chose EEO goal attainment as a way to measure workforce diversity program effectiveness (see Table 27). This same group, interested in retention, chose the use of

**Table 27**

Comparison of the Retention Objective to
EEO Goals Met as an Effectiveness
Measurement as Reported by Chicago
SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 4.70910 | 1 | .03000* |

* Significant at the .05 level.

Note. N=112.

EEO goals to achieve full diversity utilization, as a useful diversity program.

## Development as the Most Important Objective

The last group to be analyzed is comprised of those respondents indicating development of a diverse workforce to be the most important objective with regard to workforce diversity. This group included 29% of the total respondents and was the smallest of the three subgroups (attraction, retention, and development).

Chi-square analyses were conducted to determine whether this group offered more diversity programs aimed at development than did those respondents who did not indicate that development was the most important diversity objective. The development objective was also compared to various human resource functional areas to determine what functional area is seen as the most important by the group

interested in developing a diverse workforce. Also, effectiveness measurements for the development group were examined to determine if certain effectiveness measurements were selected more often than others in this group. The analyses centered on diversity programs are presented first, then by human resource functional areas, and, finally, effectiveness measurements.

Diversity programs. Included in the survey instrument were several programs aimed at diverse employee development. These programs included training in how to mentor, leadership, interpersonal communication skills, team building, and literacy. Other development-oriented programs included organization attention to a mentor system, succession planning with consideration for diverse employee groups, leadership experiences for diverse employee groups, networking opportunities for diverse employee groups, work-related behaviors and expectations, and tracking high potential employees from diverse employee groups.

Of those responding from the development group, a statistically significant number (at the .05 significance level) indicated a preference for training programs in the areas of interpersonal communication skills (Table 28) and team building (Table 29).

Other diversity-oriented training programs were not selected by a statistically significant number of

**Table 28**

Comparison of the Development Objective to
Interpersonal Communication Skills Training
as Reported by Chicago SMSA Human
Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 9.30846 | 2 | .00952* |

\* Significant at the .05 level.

Note. N=112.

**Table 29**

Comparison of the Development Objective to
Team Building Training as Reported by
Chicago SMSA Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 8.73584 | 1 | .00312* |

\* Significant at the .05 level.

Note. N=112.

respondents in this group. These other training programs included how to mentor, leadership, and literacy.

Several organization development-oriented diversity programs were included in the survey, with selection by this group limited to tracking high potential employees from diverse groups (see Table 30).

Although a statistically significant number of respondents (at the .05 significance level) in this group indicated that they use high potential tracking systems for their diverse employee populations, they did not

**Table 30**

Comparison of the Development Objective to
Tracking High Potential Diverse Employees
as Reported by Chicago SMSA
Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|---|---|---|
| 5.82581 | 2 | .05432* |

* Significant at the .05 level.

<u>Note</u>. N=112.

indicate that they use any of the other organization development programs listed in the survey. These included the following programs aimed at diverse employee groups: mentoring, succession planning, leadership experiences, networking opportunities, and work-related behaviors and expectations.

<u>Human resource functions</u>. With regard to the importance of various human resource functional areas, a statistically significant number of respondents in the development group viewed EEO as "most important" to the workforce diversity effort (see Table 31).

A statistically significant number of respondents from the development group did not view the human resource functions of training nor of organization development as "very important" or "important." This group also did not choose networking, mentoring, career planning, and leadership experiences in statistically significant numbers.

Table 31

Comparison of the Development Objective to the
Importance of EEO as a Diversity Function
as Reported by Chicago SMSA
Human Resource Managers

| Chi-Square Value | Degrees of Freedom | Significance |
|:---:|:---:|:---:|
| 10.11292 | 4 | .03857* |

* Significant at the .05 level.

Note. N=112.

Effectiveness measurements. With regard to effec-
tiveness measurements, respondents from this group did not
indicate a statistically significant preference for any
effectiveness measurement included in the survey.

Qualitative Findings

The next five research questions were addressed
through the qualitative portion of the study involving
in-depth interviews with five HRD practitioners. These
five practitioners held a variety of HRD responsibility
areas, including training and development, career develop-
ment, and organization development. One HRD interviewee
was responsible for all areas of HRD, holding a general
HRD management position with a Fortune 100 organization.
The other interviewees worked in either for-profit or not-
for-profit organizations.

The in-depth HRD interviews were conducted in order
to gain perspective into ways diversity programs could be

coordinated to best address employee attraction, retention, and development. These interviews were used to gain information concerning criteria used for placing various diversity programs in priority order. Also, program effectiveness measurements and elements that both aid and hinder the diversity effort were explored with these HRD practitioners.

## Definition of Diversity

To begin, a definition of workforce diversity was solicited from each interviewee. Answers centered on defining workforce diversity according to demographic groupings. As defined by interviewees, workforce diversity may be based upon various groupings of race, ethnicity, gender, age, physical health, religion, and sexual preference.

One interviewee indicated that diversity of ideas is key. And that, often, demographic differences lead to different ways of thinking; that employees of different races, gender, or ethnic background may develop diverse ideas due to their demographic differences.

Another interviewee considered the definition of diversity from the perspective of the organization: "Workforce diversity is a workforce that maintains cultural, religious, ethnic, and color differences for the maximum benefit of the organization." This interviewee is viewing diversity in a pragmatic way. According to this

interviewee, diversity is managed to the benefit of the organization.

## Research Question Six

The sixth research question addressed in this study was, how do HRD practitioners organize diversity programs if interested in each of the following: attracting, retaining, and developing a diverse workforce?

### Attracting a Diverse Workforce

The first part of this research question asked how HRD practitioners would organize diversity programs if interested in attracting a diverse workforce. Interviewees focused their answers on the following: a compliance or commitment orientation, structural changes, value statements, attraction-oriented diversity programs, advertising, and valuing diversity among employees.

Compliance or commitment. In order to answer the question about diverse employee attraction, interviewees believed an organization must first ask itself why it wants a diverse workforce. Some interviewees suggested the formation of focus groups within the organization to understand why diversity was desired. "What I believe is that HRD can't decide and then dump the decision on the organization. The organization has to be involved in the process, the strategic business units, the operating units, must be involved." Another interviewee echoed this

view:

> As an HRD person, I don't have the answers. The
> answers are somewhere in the organization. I have
> tools that I can apply that help the answers emerge
> and to open the communications between groups of
> people. If the issue is diversity in the workplace,
> the company has to honestly answer, "Why are we doing
> this?"

Other interviewees suggested two possible reasons why

organizations may be interested in workforce diversity.

One has to do with compliance versus commitment. Some

organizations may be interested in diversity simply to

comply with government mandates. Several interviewees

viewed this interest in diversity as a compliance response

to workforce diversity. Based on results from the quanti-

tative portion of the study, many organizations are, in

fact, relying on a compliance approach to workforce diver-

sity through reacting to legalistic EEO goal attainment as

a diversity effectiveness measurement.

On the other hand, an organization may proactively

commit to workforce diversity in order for the organiza-

tion to reflect the population, a customer-driven re-

sponse:

> If a customer walks into a business and sees all the
> administrators are white male, or all white, is that
> the kind of place you want to do business with? I
> think people want to know the organizations they are
> doing business with are sensitive to their needs as
> African Americans, Latinos, or whatever. The insti-
> tution should reflect the world. The employee popula-
> tion should reflect the environment. You have to be
> sensitive to customer needs. If you can't understand
> your customer because you're so very different from
> them, then you're not going to be able to serve those
> customers well. The same is true of your employees.

Another interviewee provided a similar view:

> If the company I work for made a decision that it is
> in their best interest given their geographic locale,
> given the customer base they deal with, given their
> potential supply of workers, to build a diverse
> workforce, then once we define the reasons for doing
> this, then we would go through the process of defin-
> ing exactly what diversity means for us.

Once the organization understands why it is interest-
ed in building a diverse workforce, actual attraction
programs may follow. Interviewees suggested a number of
options an organization may choose when attracting diverse
workers.

Structural changes. Interviewees talked about the
importance of structural changes to the organization.
Interviewees were not addressing changes to the organiza-
tion's hierarchy when discussing structural changes.
Rather, they used the term to describe any number of
massive changes to various organizational systems. These
systemic, or structural, changes are discussed throughout
this section of Chapter 4.

The selection process was one structural system
discussed by an interviewee. This interviewee urged
organizations to review job descriptions and the structure
of the selection process prior to any active recruitment
efforts. Job descriptions and selection process steps
must not be discriminatory toward minority candidates.
According to an interviewee,

> We've recently recognized that we have a step in our
> application process that reflects some bias. . . .

One of our application procedures has been you have
to have a recommendation from a current staff member.
The leadership in the formal organization is predomi-
nantly white. There are some things about that that
can handicap an African-American or Hispanic [appli-
cant]. It's difficult for a minority to approach
someone who is not like them and ask that person for
a reference. We realized, when we looked at some of
the research that's been done on access to education,
that there were similar kinds of requirements among
higher education . . . law schools that required a
reference from a lawyer. Well, how many black law-
yers were there? We looked at this as the same
thing. So now we ask for a reference from a current
staff member, teacher, or employer. So, I think that
we've looked at some of our structures themselves as
being a problem.

Values statement. Another interviewee suggested

adopting a values statement regarding workforce diversity.

A values statement acts as a guideline, helping potential

employees understand the organization's beliefs and phi-

losophy regarding diversity.

Diversity programs. One frequently mentioned diver-

sity program is to use college recruiting and to concen-

trate recruiting efforts at colleges and universities with

large minority populations. Also, recruiting from special

interest groups and national organizations is appropriate.

One interviewee suggested that companies join various

special interest groups and become active in committee

work. In that way, when openings arise, the company has

contacts in the special interest group and may be able to

use this network to recruit minority applicants. Human

resource managers shared this interest in college and

special interest group recruiting as evidence by the high

response to these diversity programs on the quantitative surveys.

Advertising. Another approach to attracting a diverse workforce is to advertise job openings in publications that are sent directly to minority populations. Interviewees suggested the organization should ask its current workforce for referrals: "There's a network out there, so we'll ask our current minority employees for references for new employees."

Valuing diversity among employees. One interviewee cautioned that active recruiting will not suffice if the recruiters themselves do not believe in the value of diversity:

> The most important thing is that whoever is doing the recruiting and whatever interaction there is with candidates that there be a culture in the organization that shows that diversity is being valued. Recruiters and people within the organization both need to accept diversity. If the people you'll be working with and reporting to aren't accepting of diversity, I don't think anyone will be interested in working for you.

This view of the current workforce valuing diversity was a thread connecting all interviews. The importance of valuing diversity was stressed not only when considering attraction, but also diverse employee retention.

## Retaining a Diverse Workforce

The second part of the sixth research question asked interviewees how they would organize workforce diversity programs if interested in retaining a diverse workforce.

Answers centered on understanding causes of turnover, addressing structural changes, forming diversity committees, offering diversity programs, reviewing the organization's mission statement, reviewing work assignments, and making benefits changes.

Causes of turnover. In order to answer the question, interviewees believed that organizations must first understand why high turnover exists among diverse employee populations: "I'd go for root cause of the retention problem, maybe through exit interviewing or by other historical data to try to get at why people are leaving." Others agreed and believed that the root cause must be addressed in order to increase retention. But, also, as when addressing attraction issues, interviewees believed that it is HRD's role to investigate why management is interested in retaining diverse employee numbers. This investigation process is important in order to understand why those who join the organization do not stay. All interviewees stressed the importance of considering underlying causes prior to instituting any kind of retention activity: "Programs are secondary to understanding the strategy behind the effort."

Structural changes. Several interviewees suggested that all employees, managerial and non-managerial, have responsibility for diverse employee retention:

> Talking about diversity is kind of like talking about quality. When you appoint a quality director, then

he becomes responsible for quality, but nobody else does. What really needs to happen is that everybody needs to be responsible for quality. It's the same with diversity; everybody needs to be responsible for diversity. The EEO Director or the HR Director can't be responsible. He has to link everybody in to share the responsibility for developing, attracting, retaining a diverse population. It has to be everybody's job. It can't be the program of the month. You have to link employees in and get them committed.

When asked how an entire organization could take responsibility for diversity, several interviewees suggested changing the organizational structure. One interpreted structural changes to include changes in the reward system, the decision-making system, and the leadership system. Another interviewee agreed by stressing that changes in the leadership system involve top management giving up some power by allowing more decentralized decision making among lower-level employees. A third interviewee provided depth to this perspective by suggesting that commitment to diversity is facilitated when organizations eliminate layers and push group-based decision making further down the organization. This interviewee continued:

Moving into an environment where teams are emphasized will help. The important thing is that all of the systems work together [to retain employees]. Your pay raises are tied in to how well your team works, and your promotions are also tied in to team work. It's awfully hard to work on a team for long and not realize that you need people on that team who think differently and come from different backgrounds than you, especially if compensation is tied into how productive the team is; that wakes people up real quickly.

Once employees in these teams see the increased

creativity resulting from diverse idea generation, then

interaction among diverse employee groups should become

more valued, according to one interviewee:

> If you're in an environment where you're valued, then
> you'll stay. If you're not, then you don't stay.
> So, if you are truly committed to diversity, and you
> have a diverse workforce because you value a diverse
> workforce, then you don't have a retention problem.
> If the structure and attitudes of your organization
> are not such that people feel valued, then they won't
> stay. . . . you're really excited about an organiza-
> tion that shows that differences are appreciated and
> where you see people of different ages, races, back-
> grounds working together in a productive way through
> work groups and self-managed teams.

The employees themselves then become, according to another

interviewee, "agents for social change" through their

productive teamwork.

Diversity committees. Once the structural changes

are made (team orientation, decentralized decision making,

tying compensation to team productivity), then diversity

programs aimed at retention may be introduced. Interview-

ees believed that diversity committees are useful in

helping the organization decide among various diversity

program options. These committees, interviewees suggested,

should be made up of volunteers representing a variety of

employee levels, functions, and demographic groups.

Diversity committees should be given wide latitude in

determining what programs would be most appropriate.

Committees may incorporate in-house surveys, interviews,

and focus groups in their search for appropriate diversity

programs.

Diversity programs. Potentially useful retention-oriented diversity programs mentioned by interviewees included: networks, awareness training, new employee orientation, attention to the mission statement, values statements, monitoring of work assignments given to diverse "stars," and the use of benefits. This group of HRD interviewees chose more organization development-oriented diversity programs than did the HRM survey respondents. The HRM respondents who were interested in retention did not choose any retention-oriented diversity programs. All HRD interviewees believed that support networks can be very helpful in retaining diverse employee groups. Networks may be internal to the organization, with employees forming these networks among themselves. Or the networks may be external to the organization, with employees interacting with minority professional associations.

Awareness training was seen as a useful tool by one interviewee: "You can heighten awareness about the importance of diversity through training programs." Other interviewees agreed, believing that awareness training is a commonly used program to address retention issues in organizations.

Connected to awareness training is new employee orientation as a retention tool. By including diversity modules in these orientation programs, organizations can address the importance of diversity with all new employees

soon after they begin work. Combined with awareness
training for the current workforce, modules in new employ-
ee orientation allow management to address the diversity
issue with all employees.

Mission statement. Addressing diversity in the
organization's mission statement was seen by interviewees
as a helpful way to increase retention: "The fact that
[attention to diversity] is included in our mission state-
ment sends messages to our minority staff that diversity
issues are important issues and that we address things as
soon as they come up." Closely related to the mission
statement is the use of a values statement. A values
statement can expand on the importance of diversity as
included in the organization's mission statement. A
values statement explains how the organization defines and
views diversity. When given to job applicants, a values
statement can act as a recruiting tool. When given to
employees, a values statement can help to increase reten-
tion. What is important, according to one interviewee
whose organization uses a diversity values statement, is
for all employees to feel that management truly believes
in the content of the values statement. This belief in
the value of diversity must be demonstrated to employees
in the way diverse employees are treated by management.

Work assignments. An application of how employees
are treated by management is the procedure for assigning

work to diverse employees. Attention to work assignments given to minority "stars" was seen by one interviewee as important to the retention effort:

> One problem dealing with retention is that minorities come here and they're stretched so thin as far as being asked to sit in on so many task committees, because of their race, that they burn out quickly. We get them here, but keeping them here is another issue, partly because of these demands on them.

This interviewee cautioned management not to over strain high potential minority employees.

**Benefits**. The judicious use of benefits was also viewed as a potentially effective program to increase diversity retention. Benefits aimed at diverse employees "really put some teeth in the talk; that's being sensitive. I look at benefits as being useful efforts to attract, retain, and develop--particularly attract and retain."

## Developing a Diverse Workforce

The last portion of the sixth research question asked interviewees how they would organize workforce diversity programs if interested in developing a diverse workforce. Answers included attention to structural changes, attitudes, diversity programs, and values statements.

**Structural changes**. One interviewee suggested that an organization must consider its structure before it can adequately address the issues of diverse employee retention and development. This interviewee stressed the

importance of addressing organizational structures and systems in this way:

> What helps foster diversity the most is when the whole system of the organization is a partnership, non-patriarchal. If your organization is relatively flat and everyone works on a team, with the team being responsible, not individual people, then teams find that to be successful, they have to have people with different ideas on the team. Those ideas may be different because of racial background or whatever. So, the way the company is structured has a lot to do with how they accept diversity. In tall organizations, all the people at the top do all the thinking and they just tell you what to do. Therefore, it doesn't matter if you're diverse. You get no benefit from diverse ideas unless the top people themselves are diverse. To me, policies are superficial without changing the structure as well.

Another interviewee also interpreted structural change as involving top management. He believed leadership must change and move beyond an attitude of tolerance of diversity to one of celebration of diverse ideas. Decision making must be decentralized in the organization in an effort to uncover these diverse ideas. According to this interviewee, changes in the decision-making system are appropriate in order to develop the ideas of a diverse workforce. Other interviewees echoed the theme of systemic change:

> We do make the diversity issue special because it sends a message to our employees. . . . We put it into our mission statement, put it into our rewards and recognition system, put it into our employee evaluation system, as a separate formal issue.

This interviewee was addressing systemic changes within the organization to address diversity.

By making these structural changes, this interviewee

believed that responsibility over diversity would be shared by all, another theme that emerged from the interviews. "We've painted a little piece of it on everybody's job so that more people are vested." Others stressed the importance of tying promotion and salary to diversity in order to make diversity the responsibility of all employees.

Attitudes. In order for these organizationwide changes to be effective in the area of diverse employee development, attitudes must be addressed:

> There must be a high level of honesty and trust between people and openness. When everybody's dealing with someone who's different, it's very hard to form an organization into a cohesive whole because of the variety of norms and cultural backgrounds of those who work for the company. It is important, then, to understand what the differences are between people.

Diversity programs. Interpersonal communication skills training was viewed by all interviewees as a worthwhile diversity program, acting as a starting point for developmental activities. HRM survey respondents who were interested in developing a diverse workforce were also interested in interpersonal communication skills training and chose this diversity program more often than did survey respondents who were not primarily interested in development. According to one interviewee,

> If I were interested in developmental activities, I would start educating people about differences and do that through workshops and seminars on communication styles. One thing that sometimes alienates different races and cultures from one another is that they

sometimes have different ways of communicating.

However, one interviewee cautioned that separate training

programs aimed specifically at diverse employees may

backfire:

> Years ago . . . we had a specific workshop where we
> talked about cross-cultural communication and con-
> flict resolution. We don't do that anymore because
> we found the people who needed it the most were the
> most shut down during the training. It was a mind
> set. So now, in our general communication skills
> training that we do, we talk about cross-cultural
> communication without ever calling it that. When we
> made the change to incorporate diversity issues into
> other training programs, the staff has become much
> more actively engaged in learning the material than
> when it was taught as separate diversity modules.
> Their anxiety level is lower, so they are much more
> open to learning.

This interviewee went on to say other training programs

have incorporated diversity examples throughout: "We

don't do specific customer service training for reaching a

specific multicultural population, but we certainly talk

about diversity in customer service training when we talk

about who our clients are."

Mentoring was mentioned by all interviewees as an

especially good way to help develop a diverse workforce.

One interviewee believed mentoring should be voluntary and

informal: "To formalize [mentoring] is to insist on a

patriarchal structure, that the mentor will parent [the

protege]. . . . I don't like the possibility of that kind

of relationship being created on a formal basis--being

imposed."

This interviewee believed that formal mentoring

relationships created hierarchical relationships with
unequal power. Instead, she believed that development
should occur "through team building, through people having
to work together." Organizations must undergo systemic
change before addressing specific developmental activi-
ties. In this case, the interviewee was talking about
systemic change to the organization's hierarchy, with the
end goal of a flatter organization incorporating decen-
tralized decision making.

Values statements. Interviewees addressed other
developmental diversity programs besides training pro-
grams. One interviewee believed that the use of a values
statement, although specifically aimed at employee reten-
tion, may also be developmental. If the organization
really believes in valuing a diverse workforce, they
should believe in developing one as well.

<div align="center">Research Question Seven</div>

The seventh research question was, what criteria do
human resource development practitioners use to decide
which diversity programs are more important than others?
Interviewees concentrated on the following areas to answer
this research question: trends and important criteria.

Trends

One interviewee took a very practical approach when
answering this question:

> The expedient part of me is to base criteria on what
> the current issues are. I realize this is not the
> most effective way to plan, but also admit this is
> our organization's reality. If a specific problem
> arises, we have to respond. Generally, the directive
> comes from on high. . . . Unfortunately, that kind of
> "hit-and-run" response often does more harm than
> good. But that is a reality of how our priorities
> are set.

To overcome this reactionary response to diversity, this interviewee suggested more attention should be given to emerging trends. Current and near future trends should be considered both from inside the organization as well as within the community the organization serves (customer base and geographic labor pool). Handled this way, diversity issues can be placed in priority order and addressed before they become problems.

This proactive planning view suggests a commitment to the diversity effort rather than reacting to diversity problems as they arise. The reactionary view suggests a compliance orientation, reacting to problems before they become legal issues, according to another interviewee.

## Important Criteria

Besides understanding emerging trends that may affect an organization's diversity effort, input from organizational members is needed in order to understand what the organization itself sees as important criteria for putting diversity efforts in priority order. Criteria may vary across organizations.

What criteria an organization uses to rank order the

importance of various diversity efforts will depend, according to interviewees, upon how well basic employee needs are met. How well these needs are met will, in turn, depend upon how committed the organization is to diversity. The organization must take a proactive approach to meeting employee needs, a commitment to diversity, rather than a reactionary compliance role.

How can an organization know if organizational members are truly committed to the diversity effort and are responding by taking responsibility for diversity and helping to meet the varying needs of employees? Two ways are to look at numbers of new diverse employees and turnover rates among diverse employees. Hiring and turnover rates can become criteria against which to compare the effectiveness of different diversity programs.

One interviewee believed that attitudes toward diversity should be the main criterion for ranking the importance of diversity programs, not numerical-based hiring and turnover rates. What can cause attitudinal change toward diverse employee groups? According to this interviewee, structural changes in the organization will affect attitudes toward diversity. Creating diverse work teams and tying compensation to team productivity is one way to approach attitudinal change. A change to team-based work and compensation is, according to an interviewee,

> almost insignificant within a major organization.
> But if those small changes begin to take place, then

it creates a more large-scale change. Change begins
on the fringes. Change begins with small groups
throughout the organization. Leaders cannot change
the attitudes of the people. The people have to
change their own attitudes. . . . They'll see its
valuable when the work they're doing is more enjoy-
able and they're more productive, when their product
is better than it could have been.

This interviewee indicated that the criterion for priori-

tizing diversity programs should be based on attitudinal

change and is facilitated through structural change.

## Research Question Eight

This research question asked, to what extent do HRD

practitioners see the need for coordination of effort

among the various diversity programs? All interviewees

strongly agreed coordination of effort is important. An

organization must first be able to attract and hire di-

verse applicants. Retention and development issues then

go "hand in hand." An organization will not be able to

retain a diverse workforce unless it also develops that

workforce. If development becomes a priority, along with

attraction and retention, then the organization's reputa-

tion is enhanced. An enhanced reputation will facilitate

future attraction activities.

According to interviewees, attention to attraction,

retention, and development must be done in a coordinated

way in order to enhance the diversity efforts within an

organization. According to one interviewee, "The reason

it's important to coordinate is because if I can attract

you to the position, but cannot keep you, then what is the point? I do believe that I'll keep you if your colleagues are enlightened concerning multicultural interactions." The interviewee went onto say that the culture of the organization must be open to diversity in order to address coordination needs among attraction, retention, and development.

One way to address cultural issues is to create teams of employees. These teams should be given organizational support through structural changes. The organization's decision-making structure should allow for team-based decisions, and the organization's compensation structure should also support teams by financially rewarding team work.

When teams are created, organizations should keep in mind the importance of coordinating the activities of these various teams. Otherwise, a great deal of duplication and overlap of effort can result. "Coordination for [my organization] has just lately become important. Coordination is a problem because so many of our functions don't talk to each other. Much of what we do is replicated elsewhere in the organization." This interviewee indicated that content of their new employee diversity orientation program is not coordinated with content provided in their diversity training programs aimed at retention. This interviewee believed that, "Our messages could be

different. To correct this, cross-functional teams are

being created to address some of these replicated pro-

grams." Interviewees addressed coordination efforts

between activities aimed at attraction and retention, and

between retention and development.

## Coordination between Attraction and Retention

Coordination of effort between attraction and reten-

tion can be formalized through the strategic planning

process:

> We use a process called key result areas [KRA].
> Everybody has a "people" KRA. So within the People
> KRA would be the goals and objectives for retaining
> and attracting and developing diverse employees, the
> actual action plans the organization has come up
> with.

The interviewee went on to say:

> But it isn't HR's job to coordinate. It may be HR's
> job to be the watchdog and highlight things that
> aren't consistent with the goals. For example,
> retention plans that indicate problems. This will
> interfere with your ability to attract diverse em-
> ployees in the future. It has to be everybody's job,
> not just HR's job.

To address the coordination between attraction and

retention from another perspective, one interviewee sug-

gested talking with newly hired diverse employees. Ask

them what would motivate them to stay with the organiza-

tion. An alternative approach supplied by another inter-

viewee would be to conduct exit interviews with those

diverse employees who did not stay. Ask them why they

chose to leave the organization.

If an organization views diversity as a compliance
issue, that philosophy will likely affect diverse employee
retention rates, according to several interviewees. As
one interviewee said,

> You hear people say they're looking for qualified
> minorities, but you never hear them say they're
> looking for qualified whites. What you're really
> looking for is qualified people. Affirmative action
> is really detrimental to workforce diversity. And
> this has a lot to do with whether I can retain minor-
> ities. Because, if I see affirmative action as a way
> to get unqualified people into jobs, and if others in
> the organization see that, too, as hiring to fill a
> quota, then what does that say? It sends the message
> that somehow you are less qualified and others in the
> organization pick up on that.

Interviewees suggested that, as diverse employees are
exposed to this compliance attitude toward workforce
diversity, they are less likely to stay with such an
organization.

Ways to coordinate between attraction and retention,
then, can include using organizational diversity goals and
interviews with new and former employees about what would
motivate them to stay with the organization. Attention to
the dominant culture existing in the organization must
also be addressed, as discussed in the introduction to
this section.

## Coordination between Retention and Development

The coordination between retention and development is
also very clear, according to the HRD practitioners inter-
viewed. The culture of the organization must be such that

employees feel valued for the talents they bring to the
organization. Organizational leadership is important:

> What do the leaders feel about diversity? This is
> reflected in the types and numbers of diverse employ-
> ees in mid-and upper-management positions. Is there
> a chance for me to grow in this organization, or did
> you hire me to be a first-line person and that's
> where you want me and "all my kind" to stay?

If diverse employees are not promoted within the organiza-
tion, retention of these employees becomes problematic,
according to several interviewees.

Another coordination concern between retention and
development was expressed by a different interviewee.
This person cautioned management to pace the developmental
activities to which each diverse employee is exposed. If
diverse employees are placed on too many committees and
task-force groups, they may become overwhelmed and leave
the organization. This interviewee pointed out an irony
with some organizations that wish to embrace diversity and
attract many diverse groups. These organizations often
say that they embrace diversity by hiring and promoting
women and minorities into significant positions. Often,
however, these same women and minorities are placed in
symbolic high exposure work activities merely because of
their gender or skin color.

In summary, interviewees concentrated their comments
on development when addressing the coordination between
retention and development activities. Interviewees be-
lieved development activities such as promotions and

valuing employee ideas is necessary in order to retain diverse employees.

<div align="center">Research Question Nine</div>

This research question addressed effectiveness measures: What measures of effectiveness could be used for the most important diversity programs from the perspective of HRD practitioners? The discussion centered on a variety of effectiveness measurements, including attitudes, numerical goals, and mentoring programs.

## Attitudes

Actual effectiveness measurements suggested by interviewees differed widely. All agreed, however, that attitudes need to change in order for diversity programs to be effective. One interviewee suggested that an informal measure of employee conversations and interactions would be a helpful way to measure the effectiveness of diversity efforts. An organization should be aware of the types of conversations its employees have. Are these conversations open to diversity or discriminatory in nature? Also, do people with different racial and cultural backgrounds intermingle at work or is socializing fairly segregated?

Another interviewee concurred by indicating that top management can gauge diversity acceptance by talking to employees and by an informal measurement of level of employee work enthusiasm.

## Numerical Goals

Several interviewees suggested formal numerical goal systems to measure diversity effectiveness. If interested in attraction, the organization can measure the current number of diverse employees compared to the desired number and track this gap over time. However, another interviewee warned that this may not be a solid measurement tool:

> If one of our goals is for our staff to actively recruit minorities and so become involved in the selection process, I can look at their goals and see they did it. But, I have no idea how they did it.

Differences in opinion also surfaced between interviewees with regard to retention effectiveness measurements. One interviewee suggested establishing a numerical target for turnover rate. Again, the gap between actual turnover and targeted turnover could be measured before introduction of diversity programs and after diversity programs have been in place for a specified period of time. Another interviewee provided a different view on using numerical goals to measure retention. This interviewee's organization conducts diversity awareness training in an effort to increase retention. All members of the training staff are required to "conduct at least one multicultural program a year. I can know that they occurred because I can count the number of offerings. But I don't know what the quality level of the training was." This interviewee suggested numerical goals are a start, but must be combined with more informal measures of atti-

tude change such as what the environment at work "feels" like. Another interviewee expressed concern that attendance at diversity awareness workshops is often mandatory so conducting attendance head counts would be ineffective.

With regard to effectiveness measurements for development-oriented diversity programs, an attitude survey may be appropriate, according to the interviewee who suggested numerical goals as useful effectiveness measurement tools. A questionnaire using a Likert-type scale could be developed and administered to employees prior to instituting diversity programs aimed at development. Then the same questionnaire could be administered after these programs have been in place for a specified period of time. This interviewee preferred numerical pre and post scores because they provide a specific way for the organization to know if goals were reached and whether diversity programs are effective: "The whole thing is to set up quantitative measures up front so [you can track movement] instead of saying up front, 'We want to develop a diverse workforce'. How do you know you've achieved that without specific numerical goals?"

Interviewees provided many opinions regarding other appropriate and inappropriate types of numerical effectiveness measurements. Using productivity changes to measure diversity effectiveness was seen as problematic. An organization would have a hard time knowing if the

productivity changes were due to diversity or to something else.

Types of labor grievances were identified as a possible measurement tool. One interviewee suggested organizations could track the types of grievances brought up by employees to determine if diversity programs are effective. For example, numbers of sexual harassment and multicultural conflict grievances could be counted along with how those grievances were resolved.

Another goal-based measurement may be incorporated into the performance appraisal process. Items could be included that measure effectiveness of the individual's "multicultural behaviors."

Interviewees did not always agree on appropriate numerical diversity goals. Most agreed, however, that some type of numerical goals could be used to measure the effectiveness of the organization's efforts aimed at attraction, retention, and development.

## Mentoring Program

An organization's mentoring program may provide a useful measurement tool if the mentoring system was voluntary. All interviewees who discussed mentoring expressed the importance of a voluntary system. A compulsory mentoring system implies a compliance orientation to management and creates an unequal power relationship between the mentor and the protege, neither of which are indicative of

a positive approach to diversity, according to three interviewees. Those who are directly involved as mentors and proteges should themselves decide on an appropriate measurement system, suggested one interviewee. The system could be number-based or qualitative with reporting to top management every six months. HRD could become involved by periodically interviewing those involved to gain informal information on participant attitudes toward the mentor system.

A significant difference of opinion existed between the HRM survey respondents and the HRD interviewees with regard to mentoring programs. Although many HRD interviewees discussed the merits and appropriateness of using a mentoring system, few HRM survey respondents indicated that mentoring programs are being used to address diversity. Further, very few HRM respondents indicated their organizations keep records of the number of diverse employees being mentored or acting as mentors themselves.

<u>Research Question Ten</u>

The final research question addressed the following: According to HRD practitioners, which elements aid and which elements hinder the implementation of diversity programs? First to be addressed are those elements that aid the diversity effort.

## Elements that Aid Diversity

Those elements that aid the implementation of diversity programs are addressed first. According to all interviewees, an honest and trusting environment is necessary for diversity programs to be effective. This trusting environment manifests itself through open communication within the organization: "If the trust isn't there, nothing will get done." A solid commitment to diversity by top management is necessary before the organization's environment may shift toward trust and open communication.

Commitment is shown through actions by management: "Does the head of the department stand up for the importance of good multicultural relations?" The interviewee went on to say, "The leadership of the organization must institute values concerning diversity and explain those values to all employees and say to them that if an employee can't behaviorally support those values, then you can't successfully work for this organization."

Beyond management's general attention to values regarding diversity, interviewees urged organizations to change the formal systems to support diversity efforts. Attention to diversity must be included in the organization's mission statement, key result areas of the strategic plan, performance evaluations, and budget allotments. Also, the organizational structure must be changed to encompass the use of self-managed work teams. Tying

compensation to team performance was suggested as a more traditional HRM approach in support of diversity efforts.

Elements that aid the on-going maintenance of diversity programs include the use of diversity committees. Several interviewees suggested that management must commit resources to the development and maintenance of committees of employee volunteers who are interested in increasing the effectiveness of their diverse employee pool. These diversity committees must have clear authority to implement and maintain diversity programs and should report to top management only. One interviewee stressed the importance of dedicated resources in this way:

> The hardest thing to do is to get dedicated resources. By that, I mean there's resources that are identified in the organization that are really dedicated to address diversity concerns. It's everything from funding to personnel. . . . By making it part of the formal structure with funding and personnel commitments, we are saying diversity is part of what we are about.

One interviewee provided another insight into the discussion surrounding elements that aid the implementation of diversity programs. This interviewee believed that the surrounding community that provides employees to the organization should be considered when implementing diversity programs:

> If you're hiring a lot of blacks and have a lot of black people working for you, then I think the company has a responsibility to be supportive of some of the things the black community is doing, and there has to be an interchange between the two.

This interviewee suggested that such interaction is impor-

tant for minority employees to feel valued by the organization. Understanding employee needs is important:

> For this population of employees you may have a lot of single mothers so you'll need nursing and health care to help them so that they can work. But the key thing is you can't do this in isolation from the community.

The interviewee went on to say:

> Companies, in general, ignore that. They just think about what's necessary to keep employees in the workplace during the day. Then, at the end of the day, everybody leaves. Management goes home to the suburbs and leaves everything in the city behind. You can't do that--you have to be involved in the community and it has to be from the top down. If you want to build a dynamic relationship with those who work for you in the company and build high levels of trust so that people make commitments to you, you must get involved in their communities. . . . A commitment to diversity requires a long-term commitment.

In summary, interviewees discussed several elements that aid diversity, including the importance of an honest and trusting work environment, top management commitment, attention to the organization's formal systems and structures, the use of diversity committees, and organizational involvement in the surrounding community.

Elements that Hinder Diversity

Interviewees expressed many views on elements that hinder the implementation of diversity programs as well. Lack of sufficient management commitment was seen by all interviewees as a major hindrance to successful diversity programming. Commitment was defined by interviewees as including financial resources, personnel, top management

support ("... walking the talk"), resolving competing
priorities for available personnel and dollars, and avail-
able time to commit to diversity.

Organizations also limit their diversity programming
effectiveness when systemic change to organizational
structures are not made.  These changes include creation
of self-managed teams, tying compensation to team produc-
tivity, modifications to the employee evaluation process,
and decentralizing decision making.

Another mistake, according to several interviewees,
is creating a Diversity Director position.  The responsi-
bility for diversity must lie with all employees, not just
a department or individual:

> It's important to get diversity into everybody's
> accountabilities.  Get people committed to it.  Don't
> put it into a department somewhere and feel like
> you've done your job. . . .  Teach people how to use
> diversity.  It's like participative management,
> learning to use the resources that you have available
> to you. Diversity is another resource to make your
> job easier and help your company reach its goals.

When asked about programs that have been discontinued
at their organizations, most interviewees indicated the
area is still so new that many programs are still in the
planning stages or have just been implemented.  One inter-
viewee did indicate that the approach to diversity has
changed.  This interviewee's company changed from a
one-time-only offering of a diversity awareness training
program to on-going attention through the use of diversity
committees.

Another interviewee indicated a different type of change has taken place. This interviewee's organization dropped its minority recruitment committee. Although effective at attracting minority employees, those recruiters who did not participate on the committee stopped actively recruiting minority applicants. This interviewee stressed that "It is more important that everybody feel they have a part in minority recruitment instead of a group they can point to and say, 'It's their job'."

In summary, interviewees provided several ways that organizations may hinder diversity efforts. These include lack of top management commitment and leaving organizational structures intact when introducing diversity programs. Other problems arise when diversity becomes the responsibility of a person or department, rather than everyone's responsibility.

## Summary

This chapter presented the results from both portions of the study. Results from the quantitative survey were presented as they addressed the first five research questions. Analyses supporting the quantitative portion of the study first addressed survey details: response rate, representation of respondents to the total population, consistency of survey responses across respondents, and respondent job functions.

In answering research question one identifying types

of diversity programs currently being offered by organizations, various diversity programs were addressed, including training, compensation, EEO, staffing, organization development, and benefits programs. The most commonly offered diversity programs found were interpersonal communication skills training, orientation to the organization's culture, team building training, leadership training, special interest group and college recruiting, tracking EEO numbers, high potential employee programs, politically correct terminology, succession planning, and flexible work schedules.

Research question two addressed effectiveness measurements used by responding organizations. The findings used to answer this research question included attention to the effectiveness measurements used, the importance of various human resource functional areas, and the relationship between the importance of particular functional areas and the use of specific effectiveness measurements. A clear relationship was found between the most preferred effectiveness measurements used and the associated human resource functional areas. The three most important human resource functional areas chosen by organizations and also preferred by survey respondents were EEO, staffing, and training.

Next, research question three was answered through an analysis of survey respondents' preferences for particular

effectiveness measurements. Respondents indicated a preference for EEO goal utilization as an appropriate effectiveness measurement, providing support to the view that responding human resource managers are taking a legalistic compliance view toward diversity management.

The fourth research question asked respondents to indicate why their organizations have instituted diversity programs. The most frequently chosen response indicated that organizations have instituted diversity programs because it is an ethical approach to managing their work-force.

Research question five analyzed survey responses to determine if a relationship exists between an interest in attraction, retention, or development as diversity objectives and the actual diversity programs offered. Results were mixed. Some diversity programs were offered in support of their objective. For example, college recruitment, special interest group recruitment, and the provision of financial donations to public schools were used more often as diversity programs by those organizations interested in attracting a diverse workforce than by organizations that did not have attraction as an objective. No diversity programs aimed at retention were used by a significant number of respondents who indicated retention was their major diversity objective. For the comparatively small group of respondents interested in

development as the most important objective, several development-oriented diversity programs were used. These programs included interpersonal communication skills training, team building training, and tracking high potential diverse employees.

The second set of research questions was addressed by the qualitative portion of the study. Research question six asked HRD practitioners how they would organize diversity programs if interested in attraction, retention, and development of a diverse workforce. Answers centered on an understanding of whether the organization was interested in compliance or commitment to diversity. Then structural changes to the organization were discussed with the objectives of attraction, retention, and development in mind. Also, specific diversity programs were discussed by HRD interviewees.

Research question seven asked HRD interviewees to identify the criteria to be used when deciding on the relative importance of various diversity programs. External trends were discussed as well as a variety of pertinent criteria.

Research question eight asked interviewees to discuss the need for diversity program coordination. All respondents indicated coordination of effort is necessary to an effective diversity approach. Discussion centered on ways to coordinate between diverse employee attraction, reten-

tion, and development.

The ninth research question asked interviewees to explain what effectiveness measurements could be used for the most important diversity programs. Discussion included the following areas: attitudes, numerical goals, and mentoring programs. Differences between HRM survey respondents and HRD interviewees were great with regard to the importance of mentoring, with HRD interviewees placing greater importance on mentor programs.

The last research question addressed a variety of elements that aid the implementation of diversity programs and elements that hinder the implementation of such programs. All interviewees stressed the importance of a trusting work environment and a management staff committed to diversity before any actual diversity programs could be instituted.

Chapter 5 presents summaries for each of the 10 research questions, along with implications of the results. Also, recommendations for further related research are presented in Chapter 5.

# CHAPTER 5

## DISCUSSION AND RECOMMENDATIONS

This chapter includes a general discussion of the study. Also included in this chapter is a summary of the findings presented in Chapter 4 as related to each research question. Results found in this study are compared to the findings from other research, as presented in Chapter 2. Implications derived from these findings are included in the discussion of each research question. Finally, recommendations for further research are presented.

Workforce diversity is a topic that has gained the considerable interest of business over the last few years. Many trade journals have included anecdotal articles addressing diversity, but little research has been undertaken to study what types of diversity programs are actually being used by organizations. Nor has research addressed how diversity programs should be organized.

This study gathered descriptive data from the field of human resource management (HRM) to determine what types of diversity programs are currently being offered in the Chicago standard metropolitan statistical area (SMSA). These data were then summarized and presented to five human resource development (HRD) practitioners. They were

asked to discuss and organize the data in meaningful ways. In general, the study found that human resource managers tend to address diversity from a programmatic perspective. This supports findings revealed in the in-depth review of the literature. HRD practitioners are more concerned with the organizational environment within which diversity programs are housed. These HRD practitioners noted, during the interviews, a concern for changing organizational structures and climate before introducing specific diversity programs. Each research question is now presented, in turn, with a discussion of the respective research findings.

## Research Question One

The study's first research question asked, what types of diversity programs aimed at employee age, gender, ethnicity, and race are commonly offered by Chicago SMSA organizations with 500 or more employees at their headquarters?

In the literature review contained in Chapter 2, several studies were examined that looked at the importance of various diversity programs. The current study used these research studies to develop questions regarding diversity programs in existence in Chicago SMSA organizations. Diversity programs identified in these other research studies were then incorporated into the current study and used in the survey instrument when querying

respondents about diversity programs offered at their organizations.

To summarize survey responses to the first research question concerning types of diversity programs aimed at diverse employee groups, the study found organizations rely on diversity programs from several human resource functional areas to varying degrees. These functional areas include training, compensation, equal employment opportunity (EEO), staffing, organization development, and benefits. Respondents, as a group, offer more diversity programs that may be grouped under training and staffing activities and relatively few diversity activities grouped under compensation, organization development, and benefits activities.

## Training Programs

The most commonly offered training diversity programs found were interpersonal communication skills training, orientation to the organization's culture, team building training, and leadership training. This study found a low reliance on valuing cultural differences training, although that type of training has been identified in the literature as important to a diversity effort (Gordon, DiTomaso, & Farris, 1991; Hill & Scott, 1992; McEnroe, 1993; Mandell & Kohler-Gray, 1990; Morrison, 1992). Valuing cultural differences training also surfaced during the HRD interviews as very important to a well-rounded

diversity effort. However, most HRM survey respondents did not indicate their organizations offer valuing cultural differences training.

Further, although a study by Stolzenberg (1982) indicated that English-language proficiency has a significant impact on retention for Hispanics, the current study found a very low reliance on literacy training in general. Possibly, English literacy is not a problem for these Chicago SMSA organizations. Or perhaps a literacy problem has not yet been identified in the employee ranks of these organizations.

### Compensation/EEO/Staffing Programs

The most commonly offered compensation, equal employment opportunity (EEO), and staffing diversity programs in this study were special interest group recruiting, college recruiting and tracking EEO numbers. Several other studies indicated recruiting efforts are important to diversity programming (Copeland, 1988b; Gordon et al., 1991; Mandell & Kohler-Gray, 1990). Also, companies have been identified in the literature as relying heavily on diversity recruiting efforts (ASTD, 1991; Caudron, 1993; Kleiman, 1993; Thomas, 1990). The current study supports the view that diversity recruiting efforts are an important part of an overall approach to diversity. The heavy reliance on EEO tracking by survey respondents indicates that a strong legalistic compliance orientation exists for

many surveyed organizations. These organizations are interested in tracking diversity from a government compliance perspective in a reactive way.

## Organization Development Programs

Organization development programs that were commonly used by organizations in this study included high potential employee programs and succession planning. Other studies identified several organization development programs that may be supportive of diversity efforts. Only two of the organization development programs identified in the literature surfaced as important to respondents in the current study. These included succession planning (Gordon et al., 1991; McEnroe, 1993; Morrison, 1992) and using high potential employee programs, identified in the literature as using career development paths (Copeland, 1988b; Mandell & Kohler-Gray, 1990; McEnroe, 1993; Morrison, 1992).

Other organization development diversity programs identified in the literature as important were infrequently chosen in this study: the use of networks (Copeland, 1988b; Hill & Scott, 1992; Morrison, 1992; Mandell & Kohler-Gray, 1990) and mentors (Mandell & Kohler-Gray, 1990; McEnroe, 1993; Morrison, 1992), incorporating diversity into the organization's vision or mission philosophy (McEnroe, 1993), and connecting performance reviews to diversity retention (Copeland, 1988b; McEnroe, 1993;

Morrison, 1992). The lack of interest in mentoring pro-
grams by responding organizations is disturbing, given the
results of a study by Hennig and Jardim (1977) that found
all of the top-level female executives interviewed for
that study had mentors at some point in their career
history. A study by ASTD (1991) also found mentoring to
be an important diversity effort among that study's survey
respondents. Clearly, a benefit exists from the use of
mentoring programs.

Responding organizations in the current study are
still focusing their attention on the more traditional
areas of diversity from an HRM perspective and have not
yet fully addressed the organization development side of
diversity management. Organizations must address these
future developmental employee needs in order to create
productive and motivated employees. Addressing diversity
from merely a legalistic compliance perspective does not
allow for a proactive developmental orientation.

In general, HRM respondents in the current study did
not rely heavily on organization development diversity
programs. However, HRD interviewees in the current study
did stress the importance of organization development
diversity efforts like the ones identified in the litera-
ture. The perspective of the HRM survey respondents was
more traditional in nature, stressing traditional human
resource areas and training.

## Benefits Programs

Only one diversity-oriented benefit program was chosen by respondents as important in the current study. Flexible work schedules are used by more than 50% of the HRM survey respondents. Other benefit programs identified in the literature as important, but not identified in the current study as important, included recognizing ethnic holidays, menus, and customs (Copeland, 1988b; Gordon et al., 1991). Cultural celebrations were found to be important among survey respondents in a 1991 ASTD study asking how diversity is fostered at sampled organizations.

Other benefit programs included in the survey centered on child and elder care. In testimony before the Subcommittee on Census and Population, Kleeman (1992) stressed the importance of elder- and child-care assistance for employees. The current study found very low use of programs aimed at both child and elder care.

The conclusion from these findings is that Chicago SMSA organizations are not using a wide variety of workforce diversity programs and are concentrating their efforts in traditional HRM areas. Although responding organizations use some of the diversity programs identified in the literature, many programs are not currently being used by the Chicago SMSA responding organizations.

The finding that only a few diversity programs are used by responding organizations is surprising given the

broad demographic characteristics of the Chicago-area labor pool. As shown in Appendix C, the population in Cook County is 63% white, 26% African American, and 14% Hispanic. In the collar counties, Kane also has a 14% Hispanic population, while Will County has an 11% African-American population. Responding organizations are missing out on many opportunities to attract, retain, and develop an existing diverse labor pool.

While the HRM survey respondents indicated limited use of diversity programs, the HRD interviewees believed the approach to diversity should be broad in scope with an organization development orientation. Significant differences exist in direction of diversity effort between the HRM survey respondents and HRD practitioner interviewees with regard to diversity orientation.

## Research Question Two

The second research question was, how do respondents measure effectiveness of diversity programs?

Connections were found between the three most frequently chosen human resource diversity responsibility areas and their associated use of effectiveness measurements. EEO was seen by respondents as the most logical human resource functional responsibility area with regard to diversity. EEO goal attainment was viewed by respondents as the most often used measure of diversity program effectiveness. Respondents placed responsibility for

diversity within the EEO function and indicated EEO goal attainment to be the most logical form of program effectiveness measurement, creating a connection between responsibility area and type of effectiveness measurement used.

On the other hand, some organizations were interested in placing responsibility for diversity in the staffing area. Those organizations that were more interested in staffing as a diversity responsibility area relied heavily on diverse employee turnover tracking and on tracking the size of the diverse applicant pool as effectiveness measurements. These are appropriate effectiveness measurements for the staffing area.

Finally, some organizations rely on training as a diversity responsibility area. These organizations tracked employee attendance at interpersonal communication skills training as a diversity effectiveness measurement, a measurement tool of questionable value for the training area. Using training program attendance counts is not a developmental approach to measuring diversity effectiveness. Rather, these organizations are simply reacting to some perceived diversity deficiency and complying by offering training and tracking attendance, not measuring attitude or behavior changes.

The conclusion is that in some cases organizations logically connected responsibility areas with respective

effectiveness measurements. Those organizations interested in EEO used an EEO-based effectiveness measurement. Those organizations interested in staffing used two different staffing-oriented effectiveness measurements. Finally, those organizations interested in training used a training-based effectiveness measurement. However, the value of the training-based measurement is questionable.

When asked their opinion about what functional area of human resources should be most important with regard to diversity programs, HRM respondents changed from an EEO direction by indicating that the training function should be most important. While a traditional EEO human resource approach may currently be most common among survey respondents, HRM respondents agreed a shift toward more training programs is needed. HRM respondents may believe this shift is in order once some of the more traditional HRM diversity programs aimed at attraction and development are in place. This training orientation is more aligned with the organization development view held by the HRD interviewees. Both HRM and HRD subjects agreed diversity should be addressed from an employee development perspective with HRM emphasizing diverse employee development from the training perspective and HRD emphasizing an organization development approach.

Results clearly show a current preference by HRM respondents for placing diversity responsibility under EEO

a legalistic compliance response to diversity management. However, both HRM and HRD respondents indicated a shift in responsibility is in order, away from EEO and toward the developmental side of human resources.

## Research Question Three

The third research question addressed was, what do these organizations perceive to be the most useful effectiveness measurement for diversity programs?

To summarize responses to research question three, HRM respondents indicated reliance on EEO goal attainment and on diverse employee group turnover changes when measuring the effectiveness of their workforce diversity program efforts. Further, respondents indicated these same two effectiveness measurements to be the most important to their organizations out of all effectiveness measurement alternatives provided. During the interviews with HRD practitioners, several mentioned turnover rates when discussing effectiveness measurements. Concern was expressed that turnover may occur for a variety of reasons other than reasons related to diversity. Most HRD interviewees cautioned against using turnover rates as a diversity effectiveness measurement tool.

The conclusion is that HRM and HRD practitioners do not agree on the best approach to measuring the effectiveness of diversity. HRM is taking a reactive compliance role by measuring turnover, while HRD cautions against

attributing turnover changes solely based on diversity
efforts.

Another explanation may be appropriate in understand-
ing the HRM survey results. Of the 112 survey respon-
dents, 28% did not answer the survey question that ad-
dressed useful effectiveness measurements. However, this
question was not placed as prominently as the others in
the survey. Possibly, many respondents did not see this
survey question, resulting in a low response rate to this
question. Replicating this survey question in a future
study may provide more insight into the question of rela-
tive importance of various diversity effectiveness mea-
surements.

## Research Question Four

The fourth research question asked, why do responding
organizations institute diversity programs?

Most HRM survey respondents indicated they offer
diversity programs because it is an ethical approach to
workforce management. The social responsibility finding
from the current study supports another research finding
that addressed reasons for instituting diversity programs.
Wang (1990) found that those organizations that wish to be
viewed as socially responsible (an ethical approach)
tended to support diversity programs more often than did
those organizations that were not concerned with issues of
social responsibility. This social-approval approach to

diversity management lends itself to explanation by the institutional perspective theory of human resource management. This theory, as explained in Chapter 2, suggests that human resource programs are often instituted for reasons other than rational ones. One of the prevalent reasons for offering diversity programs is to gain social approval. The results from the current study support both Wang's findings, specifically, and the institutional perspective theory of human resource management, generally.

However, although organizations may indicate that an ethical approach to diversity is appropriate, their effectiveness measurements do not support this view. If organizations were interested in how they are viewed in terms of social responsibility, using periodic employee climate surveys would be useful. In fact, very few HRM respondents (26%) from the current study use climate surveys in relation to diversity. Conversely, HRD interviewees urged the use of many techniques to better understand the perceived effectiveness of their diversity efforts from their employees' perspective.

## Research Question Five

The fifth research question addressed was, do respondents differ in their preferences for diversity programs that are aimed at attracting, retaining, or developing a diverse workforce? Each program category will be

addressed in turn.

## Attraction

Results found that HRM respondents interested in attracting a diverse workforce chose diversity programs aimed at college and special interest group recruiting. Also, financial donations for area public schools were used by this group of respondents as a way to attract a diverse workforce.

Those respondents interested in attraction are offering diversity programs in line with the attraction objective. As the labor pool shrinks, competition among employers for skilled workers of all races, ethnicities, ages, and both genders will increase (Copeland, 1988c). A sound diversity program aimed at attraction will likely help organizations compete for skilled workers.

The EEO function was viewed as most important by a significant number of respondents interested in attraction. Also, EEO goal attainment was used by a significant number of respondents in this group as a way to measure the effectiveness of workforce diversity efforts. The conclusion is that those organizations that are interested in attracting a diverse workforce are using a compliance tool to measure the effectiveness of their efforts.

The use of EEO goal attainment may be a logical measurement tool for those organizations interested in tracking their recruitment and staffing efforts aimed at

increasing diverse employee attraction figures. However, EEO goal attainment does not measure the effectiveness of an organization's recruiting activities. As one HRD interviewee pointed out, organizations must be concerned with the image their recruiters project and be concerned that the recruiters themselves embrace the philosophy that increasing the demographic diversity of its workforce can benefit the organization.

## Retention

Although the literature recognized many different types of retention-oriented programs, few diversity programs commonly aimed at retention were selected by the surveyed HRM group. Orientation to the organization's culture was chosen by a majority of respondents as a diversity program currently used at their organizations.

Over 50% of those responding indicated that their organizations use flexible scheduling, a diversity program aimed at retention. Flexible scheduling was the only benefits program selected by a majority of the respondents. Other benefits programs identified as important in the literature were not selected. These benefits programs included child or elder care help (Clark, 1993; Geber, 1990; Kovach & Pearce, 1990) and attention to culture celebrations (Mandell & Kohler-Gray, 1990).

Other important retention program options gleaned from the literature included valuing cultural differences

training (Caudron, 1993; Jackson et al., 1992; Mandell &
Kohler-Gray, 1990; Martinez, 1991) and managerial account-
ability tied to employee retention (Caudron, 1993; Jackson
et al., 1992; Overman, 1992). These benefits programs
were selected by only a few survey respondents.

The use of EEO goals to achieve full diversity utili-
zation was selected as an often-used diversity program by
this group. The use of EEO goals as a diversity program
fits more logically with those organizations interested in
attraction, not retention, of a diverse workforce. The
level of diverse employees, as measured by EEO goals,
tracks the number of employees only at a given point in
time. This form of tracking does not follow individual
diverse employees throughout their careers. EEO goal
tracking is not as good at measuring retention as it is at
measuring diverse employee attraction rates. Organiza-
tions need to develop ways to track employees on a long-
term basis, throughout their careers, rather than to focus
on short-term compliance tracking.

The conclusion to the previous section is that those
HRM survey respondents who are interested in attraction
provide programs aimed at attracting a diverse workforce.
Those interested in retention, however, are offering few
diversity programs in this area. Perhaps attention to
diversity is too recent for many organizations to have
addressed retention issues. Instead, many organizations

may currently be addressing ways to attract diverse em-
ployees. Concern for retention may come later for these
Chicago SMSA respondents.

The fact that responding organizations who are inter-
ested in retention do not use many retention-oriented
diversity programs supports the institutional theory of
human resource management. This theory suggests that one
of the reasons that organizations institute human resource
programs is because others are doing so. Organizations
may wish to appear up to date. As pointed out in Chapter
2, organizations that do not connect diversity offerings
with diversity objectives may be instituting programs for
that reason.

### Development

Many development-oriented diversity programs were
used by the group most interested in development as a
diversity objective. Training programs chosen included
interpersonal communication skills, leadership training,
and team building training. Respondents also indicated
they use diverse employee group high potential tracking
systems and succession plans. Organization development
programs identified as important in the literature but not
chosen by those respondents who were interested in devel-
opment as a diversity objective included mentoring systems
(Mandell & Kohler-Gray, 1990; McEnroe, 1993; Morrison,
1992) and networks (Copeland, 1988b; Hill & Scott, 1992;

Mandell & Kohler-Gray, 1990; Morrison, 1992).

The group of respondents interested in development was the smallest of the three (attraction, retention, and development). Although small, this group does use many development-oriented diversity programs. The conclusion is that this group used many more programs in support of its objective than did the group who indicated retention as its main objective. Perhaps as other organizations find the need for developing a diverse workforce, the numbers and types of development-oriented programs will increase even more. The HRD interviewees all agreed that the diversity effort must include attention to organiza-tion development activities in support of developing a diverse workforce. Many of the organizations that did not choose development as an objective may not yet be ready to address developmental needs if they are still struggling with attraction or retention issues.

As discussed under research questions six through ten, HRD practitioners are very interested in diversity from an organization development perspective. HRD inter-viewees stressed the importance of a long-term approach to create broad structural changes in the organization in order to increase the organization's labor effectiveness. In reference to the definition of "organization develop-ment" in Chapter 1, the HRD interviewees took an organiza-tion development approach to diversity. The definition of

organization development used in this study is:  A long-
term planned approach to create broad changes in the
organization in order to increase the organization's
effectiveness in meeting organizational and environmental
demands.

The HRD interviewees stressed organizationwide chang-
es in an effort to address diversity.  The HRD perspective
was much less traditional in nature and more massive in
scope, addressing the organization as a whole.

## Research Question Six

This research question asked, how do HRD practitio-
ners organize diversity programs if interested in each of
the following:  attracting, retaining, and developing a
diverse workforce?

Interviewees responded to this question by addressing
necessary changes to the organization before any actual
programs could effectively be offered.  Respondents did
not concentrate their answers on actual programs.  In-
stead, they addressed this question by noting the organi-
zational changes that must be made.

Under the area of attraction, interviewees suggested
that an organization must first address why it wants to
increase the number of diverse employees.  Does the orga-
nization wish to simply comply with government mandates or
to commit to developing a diverse workforce?

Once the organization determines its philosophical

approach to workforce diversity, job descriptions and selection procedures need review. Incorporating a values statement addressing the importance of workforce diversity is also important. Only after these initial issues are addressed can actual diversity programs be instituted.

When discussing retention, interviewees believed an organization must first understand why turnover is high. Also, structural and other systemic organizational change must occur to increase commitment by all employees to the diversity effort. All employees must feel responsible for diverse employee retention. Only then can actual retention-oriented diversity programs begin.

Interviewees also suggested structural and other systemic changes are necessary when addressing diverse employee developmental needs. Attitudes toward diverse employees must also be addressed in order to create a climate that is open to employee development. Only after these organizational changes have been made can developmental programs be incorporated for diverse employees.

The conclusion is that interviewees concentrated on diversity as an organizationwide effort involving massive change, not on diversity as a series of programs. Also, diversity must be a very high priority in order to secure the organizational resources necessary for implementation and maintenance.

Further, although organizations indicate that diver-

sity efforts are incorporated because it is an ethical
approach to manage a workforce, a more likely reason for
instituting diversity may be economic. If organizations
must set aside significant human and financial resources
to address diversity, a "bottom-line" financial payoff
from these efforts may be sought. Uncovering this poten-
tial payoff from investing in diversity may be necessary
before organizations invest heavily in development of
diversity efforts.

### Research Question Seven

The seventh research question was, what criteria do
human resource development practitioners use to decide
which diversity programs are more important than others?

To summarize, interviewees indicated a reactionary
view to making decisions regarding diversity program
importance is not effective, but is sometimes an organiza-
tional reality. Reactions to diversity may include ad-
dressing interracial employee conflict after it occurs. A
better approach would be to consider internal and external
trends as well as the organization's ability to meet basic
employee needs. A measurement for meeting basic employee
needs is determining if employee attitudes change as a
result of diversity.

Attitude changes may occur if structural changes are
addressed first. Creating diversity work teams to address
such problems as quality, productivity, or efficiency, for

example, will cause demographically diverse employees to work together and see the value, to the team, of including members with different viewpoints.

The conclusion is that organizations need to consider emerging trends before deciding what diversity programs are more important than others. Coupled with a view toward the near future is the realization that diversity programs must affect employee attitudes. That is, through the effective use of diversity programs, employees should begin to realize the value of diverse ideas and, therefore, be more accepting of diversity. Also, if work teams are used, these teams should include demographically diverse employees. Support for these teams must occur early on. Some group development intervention may be necessary in order to help these teams build cohesion and become productive.

<div align="center">Research Question Eight</div>

This research question asked, to what extent do HRD practitioners see the need for coordination of effort among the various diversity programs?

To summarize, all HRD interviewees agreed it is important to coordinate efforts aimed at attraction, retention, and development. Interviewees believed that the three must be coordinated. In order to retain diverse employees, the organization must first present itself in such a way as to attract diverse employees. Also, in

order to retain employees, organizations must address not only those programs aimed directly at retention, but also developmental programs such as team-based work groups. If employees are not developed, interviewees suggested they will not stay with the organization. This view is similar to the one used at Avon (Caudron, 1993). When Avon began to coordinate efforts between attraction, retention, and development, it found more women were joining the organization, staying with the organization, and being promoted by the organization.

The conclusion is that all diversity programs and initiatives must work together in an integrated way in order for the diversity effort to be most effective. Efforts aimed at attraction, retention, and development must be coordinated or the impact of each will diminish.

For those organizations that do not currently use work teams, they may wish to consider the introduction of production-oriented work teams that include demographically diverse employees. As these work teams begin to realize they are making real contributions to the organization and that their suggestions are being seriously considered, the level of employee motivation to work on such teams should increase due to the increasing employee involvement in the decision-making process.

Another way to increase coordination among an organization's various diversity efforts centers on including

human resources in the strategic planning process with attention to diversity. For those organizations that already include human resources in the initial stages of the planning process, attention to future demographic diversity concerns may be readily included in top managements' strategic planning agenda.

For those organizations that do not include human resources in the strategic planning process, inclusion of diversity issues may become problematic. A solution would be to include diversity under a "people" goal, much like what one interviewee suggested. Attention to diversity can still occur, but at the operational level.

## Research Question Nine

This research question addressed effectiveness measures: What measures of effectiveness could be used for the most important diversity programs from the perspective of human resource development practitioners?

Disagreement occurred, among HRD respondents, to this research question. Some interviewees preferred numerical effectiveness measurements, while others stridently opposed such measurements, preferring qualitative indices instead. A variety of options was offered and/or refuted by interviewees, including being attuned to employee conversations and types of employee interactions, tracking new hires and turnover rates, tracking the offering of or attendance at diversity training programs, using employee

attitude surveys, tracking productivity levels, following
types of grievances and resolution of those grievances,
incorporating diversity items into the performance ap-
praisal process, and measuring the effectiveness of men-
toring systems.

The conclusion drawn from the results of the ninth
research question is not clear.  Interviewees did not
agree on appropriate methods to determine effectiveness of
diversity programs.  Perhaps this disagreement is because
the incorporation of diversity programs is still very new.
End-goal effectiveness measurements may not have been
thoroughly identified.  Many interviewees indicated their
organizations have few diversity programs in place al-
though several are in the planning stages.  Another expla-
nation for the disagreement regarding effectiveness mea-
surements among the HRD interviewees may be due to organi-
zational preference.  Some organizations may rely more
heavily on numerical results, while others may be more
interested in how the organizational climate "feels" in a
qualitative sense.

Results from the quantitative portion of the study
also support the view that little in the way of effective-
ness measurements is being used by organizations.  Evi-
dence for this conclusion regarding survey respondents may
come from the low response rate to question #8 on the
survey.  This question asked for the most important effec-

tiveness measurements used at respondents' organizations. A low response to this question may indicate either that few respondents noticed the question or that few responding organizations have addressed the relative worth of effectiveness measurements.

## Research Question Ten

The final research question addressed the following: According to HRD practitioners, which elements aid and which elements hinder the implementation of diversity programs?

Interviewees provided several aids to diversity implementation. All indicated that a trusting, open organizational environment is necessary with top management commitment to diversity. Tangible evidence of this commitment may be shown through attention to diversity in the organization's mission statement and in the strategic plan.

Also organizational systems must be changed to embrace diversity, including changes to the performance evaluation system, budget allocations, introduction of self-managed work teams, and compensation tied to team performance. Committees dedicated to address diversity issues were also mentioned as a worthwhile aid to diversity implementation and maintenance. Finally, organizations should maintain close interaction with the surrounding community that provides workers to the organization.

The conclusion is that both organizational development

and traditional human resource programs can work together in addressing diversity. Once structural changes are put into place, then the more traditional human resource diversity programs may be instituted. This general focus is supported in the literature. Bianco-Mathis (1989) found that HRD change efforts worked best when combined with both top-management support and with traditional HRM activities. Delatte and Baytos (1993) addressed diversity specifically when suggesting HRD efforts should be combined with traditional human resource areas.

When addressing elements that hinder diversity implementation, interviewees talked about the same elements that aid implementation. Interviewees believed that if any of the elements needed to aid diversity are missing, then the diversity effort is hindered. In review, elements that hinder the implementation and maintenance of diversity programs include, first and foremost, a lack of top-management commitment. This lack of commitment by top management may be exhibited by lack of available money, time, and personnel given to the diversity effort. Also, an organization that refuses to make structural changes, such as decentralizing decision-making, creating team-based compensation and self-managed work teams, and modifying performance evaluations, shows lack of commitment to diversity. Also, organizations that create "Diversity Directors" are not truly committed to making diversity

everyone's job.  With such a director position, diversity becomes the responsibility of an individual or a department.

## Implications

A review of the implications is summarized:

1.  Responding organizations are using only a few diversity programs and so are missing out on many opportunities to attract, retain, and develop an existing diverse labor pool.  Responding organizations may have trouble attracting and retaining diverse employees in light of this lack of organizational use of diversity programs aimed at attraction, retention, and development.

2.  Organizations are relying very heavily on traditional HRM approaches to diversity.  The reliance on EEO suggests a reactive compliance approach, as does measuring diversity effectiveness by keeping count of employee attendance at diversity training programs.  Staffing is also a traditional area with tracking applicant numbers and turnover also a compliance orientation.  Organizations are not approaching diversity from a developmental perspective.  However, both HRM and HRD respondents indicated a shift in responsibility is in order, away from EEO and toward the development side of human resources.

3.  Organizations seem to be offering diversity programs for social-approval reasons.  The interest in social approval by organizations is a non-economic-based reason

for instituting diversity. While organizations may indicate that an ethical approach to diversity is appropriate, their effectiveness measurements do not support this view. Conversely, HRD interviewees urged the use of many techniques to better understand the perceived effectiveness of their diversity efforts from their employees' perspective.

4. Respondents differ greatly in their preferences for programs aimed at attraction, retention, and development. A clear relationship existed between preferences for attraction and attraction-oriented diversity programs. Also, a clear relationship existed between those organizations interested in development and development-oriented diversity programs. Such a relationship did not exist between retention as an objective and retention-oriented diversity programs.

5. Massive structural and systemic change is needed prior to instituting any actual diversity programs. From a practical standpoint, organizations will need to consider just how important diversity is to organizational effectiveness considering the mammoth effort involved in systemic organizational change. Some organizations may not be interested in committing the resources to make the structural changes needed to institute diversity; but without this commitment, the diversity effort will not be effective.

6. Organizations should move beyond reacting to

diversity as problems arise. Organizations need to concentrate on massive structural change in order to affect attitudinal change at the individual employee level. Organizations must be willing to invest in tools to measure attitude changes among employees, such as the use of climate surveys and pre- and post-test instruments associated with training programs.

7. Organizations should modify their current work teams to include a diversity element. Organizations could address current production-oriented work teams from the perspective of including a variety of diverse backgrounds among team members.

8. Human resources should be included in the strategic planning process and should give attention to diversity. For those organizations that already include human resources in the initial stages of the planning process, attention to future demographic diversity concerns may be readily included in top managements' strategic planning agenda.

9. On a practical level, coordination between attraction, retention, and development may be difficult given the hierarchy existing within a given organization. If the traditional areas of HRM are a separate hierarchical function from the HRD areas, then interaction and coordination efforts will become more difficult. Top-level involvement will be necessary to facilitate coordination between sepa-

rate functional areas of human resources.

10. End-goal effectiveness measurements may not have been thoroughly identified. Some organizations may rely more heavily on numerical results, while others may be more interested in how the organizational climate "feels" in a qualitative sense. When designing a diversity program, consideration must be given to the types of tools that will ultimately be used to measure effectiveness.

11. Strong top-management support for systemic change is needed in order to effectively maintain diversity programs. Top management must be fully committed to the diversity effort. Without this commitment, diversity programs will not thrive.

### Recommendations for Future Research

The recommendations for future research are summarized:

1. Further research is needed into ways specific organizations handle workforce diversity. Using a case study methodology, the question could be asked: why did this specific organization institute diversity and what types of diversity programs were instituted? Were these programs instituted after massive systemic change? Based on the diversity programs offered and the objectives for offering these programs, what type of effectiveness measurements has the organization decided to use?

2. Information concerning effectiveness measurements

would certainly be helpful to any organization considering diversity efforts. Few organizations in the current study used appropriate effectiveness measurements. Most organizations rely on EEO compliance reports to measure program effectiveness. Research is needed into the area of effectiveness measurements. What types of measurements are most appropriate? How can organizations best incorporate such measurement tools?

3. Another valuable area of research would be in the placement of diversity responsibility within the organization. The HRD interviewees suggested that everyone should be responsible for diversity, yet the HRM survey respondents indicated diversity is often measured from an EEO goal attainment perspective (a traditional HRM responsibility area). If all organization members should be responsible for diversity, how can accountability for diversity be measured?

4. Another case study approach would be useful to determine effective ways HRM and HRD can work together to coordinate diversity efforts. The focus of such a study could be an organization with an existing structure that promotes coordination between HRM and HRD, in general. Diversity efforts could then be introduced into the orga nization. This diversity introduction could be studied in order to understand how coordination between HRM and HRD takes place.

In summary, diversity is a relatively new field of study in academia and also a new area of interest in various business enterprises, in both for-profit and not-for-profit organizations. The current study provided a cross-sectional view of types of diversity programs currently in existence, as reported by HRM survey respondents, as well as information from HRD practitioners concerning appropriate ways to address diversity.

The institutional perspective theory of HRM suggests that human resources institute programs for reasons other than rational, objective ones. Results from the current study support this theory by indicating that, while many organizations are introducing diversity programs, more attention to organizational systems and top management commitment is necessary before actually offering such programs to employees. Many organizations have instituted diversity programs without adequate consideration for the program objectives, program effectiveness measurements, or for how each program coordinates with others.

Since the field of workforce diversity is so new, ample opportunity exists for applied research into the field. Results of research in this area will be valuable to human resource practitioners, both in traditional HRM and in HRD capacities.

# BIBLIOGRAPHY

Age Discrimination Act. (1967).

American Association of Retired Persons (AARP). (1988). America's changing work force: Statistics in brief. Washington, DC: Author.

American Council on Education. (1989). 1989-90 fact book on higher education. New York: Macmillan.

American Society for Training and Development. (1991). Cultural diversity survey report: National HRD executive survey. Unpublished document.

Americans with Disabilities Act. (1990).

Baccus, R. (1989). The emerging minority majority. Washington, DC: U.S. Government Printing Office. (ERIC Document Reproduction No. ED 313 303)

Beckstrom, S. (1989). Men and women managers' perceptions about successful managers: Implications for management training and development (Doctoral dissertation, Harvard University, 1990). Dissertation Abstracts International, 50, 2561A.

Bianco-Mathis, V. (1989). The role of human resource development during strategic organizational change. Unpublished doctoral dissertation, George Washington University.

Boser, J. (1987, April 20-24). Teacher education follow-up surveys: Variables related to response rate. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Boyett, J., & Conn, H. (1991). Workplace 2000: The revolution reshaping American business. New York: Dutton Books.

Bronner, M. (1988). A doctoral research model. Paper presented at Delta Pi Epsilon conference, New York University.

Bureau of the Census. (1989). Statistical abstract of the United States 1989. Washington, DC: Department of Commerce.

Bureau of the Census. (1990). Statistical abstract of the United States 1990. Washington, DC: Department of Commerce.

Catalyst. (1990). Catalyst's study of women in corporate management. New York: Catalyst.

Caudron, S. (1990). Monsanto responds to diversity. Personnel Journal, 69(11), 72-77.

Caudron, S. (1993). Successful companies realize that diversity is a long-term process, not a program. Personnel Journal, 72(4), 54-55.

Civil Rights Act. (1964). Title VII.

Civil Rights Act. (1991).

Clark, V. (1993). Employees drive diversity efforts at GE Silicones. Personnel Journal, 72(5), 148-153.

Coates, J., Jarratt, J., & Mahaffie, J. (1989). Workplace management 2000. Personnel Administrator, 34(12), 51-55.

Coates, J., Jarratt, J., & Mahaffie, J. (1990). Future work: Seven critical forces reshaping work and the work force in North America. San Francisco: Jossey-Bass.

Conlon, E. (1993). Four leading practitioners' perspectives on diversity work: Organizational change through individual and systems focused approaches (cultural diversity) [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9329585.

Copeland, L. (1988a). Valuing diversity part 1: Making the most of cultural differences at the workplace. Personnel, 65(6), 52-60.

Copeland, L. (1988b). Valuing diversity part 2: Pioneers and champions of change. Personnel, 65(7), 44-49.

Copeland, L. (1988c). Valuing workplace diversity. Personnel Administrator, 33(11), 38.

Cote, L., Grinnell, R., & Tompkins, L. (1984, March 12-14). The much-maligned mail survey reexamined: A comparative analysis of procedures and techniques to increase response rates. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Chicago.

Cox, T. (1991). The multicultural organization. Academy of Management Executive, 5(2), 34-47.

Cox, T. (1993). Cultural diversity in organizations. San Francisco: Berret-Koehler.

Cox, T., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. Academy of Management Executive, 5(3), 45-56.

DeCenzo, D., & Holoviak, S. (1990). Employee benefits. Englewood Cliffs, NJ: Prentice Hall.

Delatte, A., & Baytos, L. (1993). 8 guidelines for diversity training. Training, 30(1), 55-60.

Denton, D. (1992). Recruitment, retention, and employee relations. Westport, CT: Quorum Books.

Deutsch, R. (1985). Tomorrow's work force: New values in the workplace. Futurist, 19(6), 8-11.

Dillman, D. (1978). Mail and telephone surveys. New York: Wiley & Sons.

Dillman, D. (1983). Mail and other self-administered questionnaires. In P. Rossi, J. Wright, & A. Anderson (Eds.), Handbook of survey research (pp. 359-377). New York: Academic Press.

DiTomaso, N., Thompson, D., & Blake, D. (1988). Corporate perspectives on the advancement of minority managers. In D. Thompson & N. DiTomaso (Eds.), Ensuring minority success in corporate management (pp. 119-136). New York: Plenum Press.

Dun's million dollar disc [computer software]. (1993). Version 4.1. New York: Dun & Bradstreet, Inc.

Eisenhardt, K. (1988). Agency - and institutional - theory explanations: The case of retail sales compensation. Academy of Management Journal, 31(3), 488-511.

Elshult, S., & Little, J. (1990). The case for valuing diversity. HR Magazine, 35(6), 50-51.

Eve, L. (1990). Perceptions of the workplace: Women in Massachusetts state government. Unpublished doctoral dissertation, University of Massachusetts, Amherst.

Exter, R. (1992). In and out of work. American Demographics, 14(6), 63.

Fink, A., & Kosecoff, J. (1985). How to conduct surveys. Newbury Park, CA: Sage.

Foster, B. G., Jackson, G., Cross, W. E., Jackson, B., & Hardiman, R. (1988). Work force diversity and business. Training and Development Journal, 42(4), 38-42.

Fowler, F., & Mangione, T. (1990). Standardized survey interviewing. Newbury Park, CA: Sage.

Fox, R., Crask, M., & Kim, J. (1988). Mail survey response rate: A meta analysis of selected techniques for inducing response. Public Opinion Quarterly, 52(4), 467-491.

Geber, B. (1990). Managing diversity. Training, 27(7), 23-30.

Gilley, J., & Eggland, S. (1989). Principles of human resource development. Reading, MA: Addison-Wesley.

Gordon, G., DiTomaso, N., & Farris, G. (1991). Managing diversity in R & D groups. Research Technology Management, 34(1), 18-23.

Goyder, J. (1982). Further evidence on factors affecting response rates to mailed questionnaires. American Sociological Review, 47(4), 550-553.

Hale, N. (1990). The older worker: Effective strategies for management and human resource development. San Francisco: Jossey-Bass.

Hare, S. (1990). Implications for culture learning and management training: A comparison of Chinese and American work-related value orientations and a study of switcher managers in the southern California hospitality industry. Unpublished doctoral dissertation, Univ. of California, Los Angeles.

214 appears at top right.

Hartman, S. (1986). An experimental study of bias in the rating process: Effects of rater and ratee sex and job type (Doctoral dissertation, Louisiana State University and Agricultural and Mechanical College, 1985). Dissertation Abstracts International, 47, 975A.

Hassumani, N. (1993). The thoughts and experiences of six technical college presidents regarding their leadership on cultural diversity. Unpublished doctoral dissertation, University of Minnesota, Duluth.

Henerson, M., Morris, L., & Fitz-Gibbon, C. (1987). How to measure attitudes. Newbury Park, CA: Sage.

Hennig, M., & Jardim, A. (1977). The managerial woman. New York: Doubleday.

Hill, A., & Scott, J. (1992). Ten strategies for managers in a multicultural workforce. HR Focus, 69 (8), 6.

Hillestad, M. (1977). Research: Process and product (Delta Pi Epsilon Service Bulletin #1). Columbus, OH: Columbus State University, Delta Pi Epsilon.

Hoyt, K. (1989). The changing face of the workforce: 1986-2000--Setting things straight. Viewpoints. (ERIC Document Reproduction Services No. ED 322 413)

Hudson Institute. (1988). Opportunity 2000. Washington, DC: U.S. Department of Labor.

Husen, T. (1988). Research paradigms in education. In J. Keeves (Ed.), Educational research, methodology, and measurement: An international handbook (pp. 17-20). New York: Pergamon.

Ivancevich, J. (1992). Human resource management (5th ed.). Homewood, IL: Irwin.

Jackson, B., LaFasto, F., Schultz, H., & Kelly, D. (1992). Diversity. Human Resource Management, 31(1 & 2), 21-34.

James, F. (1988, June 7). More blacks quitting white-run firms. Wall Street Journal, p. 37.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Jamieson, D., Kallick, D., & Kur, C. (1990). Organiza-
    tion development. In L. Nadler & Z. Nadler (Eds.),
    The handbook of human resource development (pp.
    29.1-29.16). New York: John Wiley & Sons.

Jamieson, D., & O'Mara, J. (1991). Managing workforce
    2000. San Francisco: Jossey-Bass.

Johnston, W., & Packer, A. (1988). Workforce 2000.
    Indianapolis, IN: Hudson Institute.

Kahle, L., & Sales, B. (1978). Personalization of the
    outside envelope in mail surveys. Public Opinion
    Quarterly, 42(4), 547-550.

Kanter, R. (1993). Men and women of the corporation.
    New York: Basic Books.

Kanuk, L., & Berenson, C. (1975). Mail surveys and
    response rates: A literature review. Journal of
    Marketing Research, 12(3), 440-453.

Kleeman, R. (1992). The changing workforce. Demographic
    issues facing employers. Washington, DC: General
    Accounting Office.

Kleiman, C. (1993, May 9). Burnett takes lead in punch
    for diversity. Chicago Tribune, sec. 8, p. 1.

Korn & Ferry. (1990). Korn/Ferry international executive
    profile: A survey of corporate leaders. Los Angel-
    es: University of California, Anderson Graduate
    School of Management.

Kovach, K., & Pearce, J. (1990). Human resource strate-
    gic mandates for the 1990's. Personnel, 67(4),
    50-55.

Lawler, E. III, & Mohrman, S. (1987). Quality circles
    after the honeymoon. Organizational Dynamics, 15
    (4), 42-54.

Lewan, L. (1990). Diversity in the workplace. HR Maga-
    zine, 35(6), 42-45.

Loden, M., & Loeser, R. (1991). Working diversity:
    Managing the differences. The Bureaucrat, 20(1), 21-
    25.

Loden, M., & Rosener, J. (1991). Workforce America!
    Homewood, IL: Business One, Irwin.

Lopez, J. (1989, March 3). For the baby Bells, new business ventures beget a culture clash. Wall Street Journal, p. 1.

Mandell, B., & Kohler-Gray, S. (1990). Management development that values diversity. Personnel, 67(3), 41-47.

Marshall, C., & Rossman, G. (1989). Designing qualitative research. Newbury Park, CA: Sage.

Martin, L. (1991). A report on the glass ceiling initiative. Washington, DC: Department of Labor.

Martinez, M. (1991). The high potential woman. HR Magazine, 36(6), 46-51.

Matthes, K. (1991). Managing diversity: A matter of survival. Personnel, 68(10), 9.

McAdoo, H. (1989). Cultural issues affecting labor force participation. In Investing in people: A strategy to address America's workforce crisis (Background paper #25). Washington, DC: U.S. Department of Labor.

McEachin, V. (1992). Employee training programs on ethnic/cultural diversity in corporations and service agencies: Selected case studies (Doctoral dissertation, Kansas State University, 1991). Dissertation Abstracts International, 52, 3504A.

McEnroe, M. (1993). Managing diversity: Los Angeles before and after the riots. Organizational Dynamics, 21(3), 18-29.

McGee, L. (1989). Innovative labor shortage solutions. Personnel Administrator, 34(12), 56-60.

Measuring diversity training. (1992). Training and Development, 46(7), 10.

Meyer, J. W., & Rowan, E. (1977). Institutionalized organizations: Formal structure as myth and ceremony. American Journal of Sociology, 83(2), 340-363.

Mitchell, R. (1988). Significant relationships among female and male managers within the banking industry: An exploratory study (Doctoral dissertation, Claremont Graduate School, 1987). Disertation Abstracts International, 48, 2675A.

Morrison, Ann. (1992). Developing diversity in organizations. Business Quarterly, 57(1), 42-48.

Nadler, L. (1990). "Human resource development." In L. Nadler & Z. Nadler (Eds.), The handbook of human resource development (pp. 1.1-1.47). New York: John Wiley & Sons.

Nadler, L., & Nadler, Z. (Eds.). (1990). The handbook of human resource development (2nd ed.). New York: John Wiley & Sons.

Niemi, J. (1990). Human resoruce development. In T. Husen & T. Postlethwaite (Eds.), The international encyclopedia of education: Research and studies (Supplementary Vol. Two; pp. 285-289). New York: Pergamon Press.

Northern Illinois University. (1990). NIU in the 21st century. 1990 vision statement. Unpublished document.

Nranian, A. (1991). The role of attitudes and generational effects of industrial training in adult knowledge retention and behavior outcomes (Doctoral dissertation, Wayne State University, 1991). Dissertation Abstracts International, 52, 1179A.

Office of Educational Research & Improvement. (1990). Digest of education statistics 1990. Washington, DC: U.S. Department of Education.

Overman, S. (1991). Managing the diverse work force. HR Magazine, 36(4), 32-36.

Overman, S. (1992). A measure of success. HR Magazine, 37(12), 38-40.

Owen, J. (1992). Success factors affecting upward mobility as perceived by black managers and professionals in corporate America [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9235919.

Posner, B., Kouzes, J., & Schmidt, S. (1985). Shared values make a difference: An empirical test of corporate culture. Human Resource Management, 24(3), 293-309.

Ragins, B., & Cotton, J. (1993). Gender and willingness to mentor in organizations. Journal of Management, 19(1), 97-111.

Rice, F. (1994). How to make diversity pay. Fortune, 130(3), 78-86.

Rives, N., & Serow, W. (1984). Introduction to applied demography: Data sources and estimation techniques. Newbury Park, CA: Sage.

Rosen, B., & Lovelace, K. (1991, June). Piecing together the diversity puzzle. HR Magazine, pp. 78-84.

Rothwell, W., & Kazanas, H. (1989). Strategic human resource development. Englewood Cliffs, NJ: Prentice Hall.

Scott, W. R. (1987). The adolescence of institutional theory. Administrative Science Quarterly, 32(4), 493-511.

Shale, D. (1986, April 16-20). The combined effect of personalized and pre-coding of personal data on questionnaire returns. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Sheatsley, P. (1983). Questionnaire construction and item writing. In P. Rossi, J. Wright, & A. Anderson (Eds.), Handbook of survey research (pp. 195-230). San Diego: Academic Press.

Shelton, C. (1982). The relationship of mentoring and behavioral style to selected job success variables. Unpublished doctoral dissertation, Northern Illinois University, DeKalb.

Siera, S., & Pettibone, T. (1988, April 5-9). Four methods of following-up mailed questionnaires. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Sipe, J. (1990). Balancing work and family: How the family structure of dual-earner mothers affects workplace absenteeism and medical utilization. Unpublished doctoral dissertation, University of Minnesota.

Smith, B. (1991). Diversity with a difference. HR Focus, 68(12), 5.

Society for Human Resource Management. (1993). Who's who in HR. Alexandria, VA: Author.

SPSS guide to data analysis, ver. 4 [computer software].
    Chicago:  SPSS Inc.

Stenhouse, L.  (1988).  Case study methods.  In J. Keeves
    (Ed.), Educational research, methodology, and mea-
    surement: An international handbook (pp. 49-53).  New
    York:  Pergamon Press.

Stolzenberg, R.  (1982).  Occupational differences between
    Hispanics and non-Hispanics.  A Rand note.  Santa
    Monica, CA:  Rand Corp.

Taylor, V.  (1989).  A study of the relationship between
    selected characteristics of managers and their atti-
    tudes toward work-family programs.  Unpublished doc-
    toral dissertation, University of Toledo.

Thomas, R.  (1991).  Beyond race and gender.  New York:
    AMACOM.

Thomas, R.  (1990).  From affirmative action to affirming
    diversity.  Harvard Business Review, 68(2), 107-117.

20 facts on women workers (Fact sheet #88-2).  (1988).
    Washington, DC:  Department of Labor, Women's Bureau.

U.S. Department of Commerce.  (1982).  1980 census of
    population Illinois.  Washington, DC:  U.S. Govern-
    ment Printing Office.

U.S. Department of Commerce.  (1991).  1990 census of
    population and housing.  Summary population and
    housing characteristics Illinois.  Washington, DC:
    U.S. Government Printing Office.

U.S. Department of Commerce.  (1992a).  County business
    patterns 1990 Illinois.  Washington, DC:  U.S. Gov-
    ernment Printing Office.

U.S. Department of Commerce.  (1992b).  1990 census of
    population general population characteristics United
    States.  Washington, DC:  U.S. Government Printing
    Office.

U.S. Department of Commerce.  (1993).  County business
    patterns 1990 United States.  Washington, DC:  U.S.
    Government Printing Office.

U.S. Department of Labor.  (1991).  A report on the glass
    ceiling initiative.  Washington, DC:  U.S. Government
    Printing Office.

Vasquez, A., & Ramirez-Krodel, A. (1989). America's Hispanic heritage: An overview of hispanics in the United States. Program for Educational Opportunity. Ann Arbor, MI: University of Michigan.

Verma, G. K., & Mallick, K. (1988). Problems in cross-cultural research. In G. K. Verma & C. Bagley (Eds.), Cross-culture studies of personality, attitudes and cognition (pp. 96-107). New York: St. Martin's Press.

Walker, J. C., & Evers, C. W. (1988). The epistemological unity of educational research. In J. Keeves (Ed.), Educational research, methodology, and measurement: An international handbook (pp. 28-36). New York: Pergamon Press.

Wang, L. (1990). Balancing work and family life: Corporate child care (a cross-cultural comparison study). Unpublished doctoral dissertation, University of California, Los Angeles.

Waterman, R. (1987). The renewal factor. New York: Bantam Books.

Watkins, K. (1989). Business and industry. In S. B. Merriam & P. M. Cunningham (Eds.), Handbook of adult and continuing education (pp. 422-435). San Francisco: Jossey-Bass.

Watson, J. (1989). Women, work and the future workforce 2000. Washington, DC: National Commission on Working Women.

Watts, P. (1987). Bias busting: Diversity training in the workplace. Management Review, 76(12), 51-4.

Wentz, W. (1979). Marketing research: Management, method, and cases (2nd ed.). New York: Harper & Row.

Whitehead, C. (1990). A descriptive study of existing and desired human resource development activities for older workers in private sector organizations. Unpublished doctoral dissertation, George Washington University, Washington, DC.

Wolf, R. (1988). Questionnaires. In J. Keeves (Ed.), Educational research, methodology, and measurement: An international handbook (pp. 478-482). New York: Pergamon Press.

Wright, P., & McMahan, G. (1992). Theoretical perspectives for strategic human resource management. Journal of Management, 18(2), 295-320.

Wunsch, D. (1991). How to evaluate research as a research consumer. Springfield, MO: Southwest Missouri State University, Delta Pi Epsilon.

Wunsch, D. (1986, February). Survey research: Determining sample size and representative response. Business Education Forum, pp. 31-34.

Yocum, K. (1991). Preparing for an aging workforce in the year 2000: An exploratory study with baby boom managers (Doctoral dissertation, The Union Institute, 1990). Dissertation Abstracts International, 51, 3922.

Zeitz, B., & Dusky, L. (1988). The best companies for women. New York: Simon and Schuster.

**APPENDICES**

**APPENDIX A**

**STUDIES ANALYZED BY SUBJECT VARIABLES**

**WITHIN WORKFORCE DIVERSITY**

## Studies Analyzed by Subject Variables
## within Workforce Diversity

| Age | Ethnicity/ Race | Gender | Clear HRD Emphasis | Clear HRM Emphasis | General Focus |
|---|---|---|---|---|---|
| White-head 1990 | Hassumani 1993 | Ragins & Cotton 1993 | McEachin 1991 | Sipe 1990 | McEnroe 1993 |
| Yocum 1990 | Owen 1992 | Martin 1991 | Nranian 1991 | Wang 1990 | Rosen & Love-lace 1991 |
| Baldwin 1984 | McEachin 1991 | Eve 1990 | Hare 1990 | Taylor 1989 | Matthes 1991 |
| | Hare 1990 | Brune 1989 | Whitehead 1990 | | ASTD 1991 |
| | Stolzen-berg 1982 | Mitchell 1987 | Beckstrom 1989 | | Yocum 1990 |
| | | Hartman 1985 | Bianco-Mathis 1989 | | |
| | | Baldwin 1984 | Thompson & DiTomaso 1988 | | |
| | | Shelton 1982 | | | |
| | | Hennig & Jardim 1977 | | | |

APPENDIX B

STUDIES ANALYZED BY METHODOLOGY

WITHIN WORKFORCE DIVERSITY

Studies Analyzed by Methodology
within Workforce Diversity

| Case Study | Experi-ment | Focus Groups | Inven-tories | Interview | Survey |
|---|---|---|---|---|---|
| Martin 1991 | Nranian 1991 | Yocum 1990 | Hare 1990 | Hassumani 1993 | Ragins & Cotton 1992 |
| Mc-Eachin 1991 | Hartman 1985 | | Sipe 1990 | McEnroe 1993 | Matthes 1991 |
| Bianco-Mathis 1989 | | | Hartman 1985 | Owen 1992 | Nranian 1991 |
| | | | | Martin 1991 | Rosen & Lovelace 1991 |
| | | | | Mitchell 1987 | Eve 1990 |
| | | | | Shelton 1982 | Wang 1990 |
| | | | | McEachin 1991 | Whitehead 1990 |
| | | | | | Yocum 1990 |
| | | | | | Taylor 1989 |
| | | | | | Thompson & DiTomaso 1988 |
| | | | | | Hennig & Jardim 1977 |

# APPENDIX C

## SELECTED CENSUS DATA

United States Race and Ethnicity Characteristics
by Region: A Sample of Census Data 1990
Given in Percentages Based on
Each State's Total Population

| Region State | White | Black | Am Ind Eskimo Aleut | Asian or Pac Isl | Hispanic (Any Race) | White Not Hisp |
|---|---|---|---|---|---|---|
| **East** | | | | | | |
| KY | 92.0 | 7.1 | .2 | .5 | .6 | 91.7 |
| ME | 98.4 | .4 | .5 | .5 | .6 | 98.0 |
| NY | 74.4 | 15.9 | .3 | 3.9 | 12.3 | 69.3 |
| | | | | | | |
| **Mdwst** | | | | | | |
| IA | 96.6 | 1.7 | .3 | .9 | 1.2 | 95.9 |
| IL | 78.3 | 14.8 | .2 | 2.5 | 7.9 | 74.8 |
| KS | 90.1 | 5.8 | .9 | 1.3 | 3.8 | 88.4 |
| | | | | | | |
| **South** | | | | | | |
| AL | 73.6 | 25.3 | .4 | .5 | .6 | 73.3 |
| FL | 83.1 | 13.6 | .3 | 1.2 | 12.2 | 73.2 |
| NM | 75.6 | 2.0 | 8.9 | .9 | 38.2 | 50.4 |
| | | | | | | |
| **West** | | | | | | |
| AK | 75.5 | 4.1 | 15.6 | 3.6 | 3.2 | 73.9 |
| CA | 69.0 | 7.4 | .8 | 9.6 | 25.8 | 57.2 |
| HI | 33.4 | 2.5 | .5 | 61.8 | 7.3 | 31.4 |
| ID | 94.4 | .3 | 1.4 | .9 | 5.3 | 92.2 |

Note. Adapted from **1990 Census of Population General
Population Characteristics United States** (pp. 517-524) by
U.S. Department of Commerce, 1992, Washington, DC: U.S.
Government Printing Office.

United States Age Characteristics by
Region:  A Sample of Census Data
1990 Given in Percentages Based
on Each State's Total Population

| Region/ State | Population | Ages in Percentages | | |
|---|---|---|---|---|
| | | 0-24 | 25-64 | 65+ |
| **East** | | | | |
| KY | 3,685,296 | 43.6 | 50.6 | 15.6 |
| NY | 17,990,455 | 41.6 | 52.3 | 16.2 |
| **Midwest** | | | | |
| IA | 2,776,755 | 43.1 | 48.6 | 19.4 |
| IL | 11,430,602 | 43.8 | 51.0 | 15.5 |
| **South** | | | | |
| AL | 4,040,587 | 44.2 | 49.9 | 15.8 |
| FL | 12,937,926 | 38.2 | 50.2 | 22.3 |
| **West** | | | | |
| AK | 550,043 | 51.5 | 54.5 | 4.7 |
| CA | 29,760,021 | 45.6 | 52.0 | 12.8 |
| HI | 1,108,229 | 43.7 | 52.5 | 13.4 |
| ID | 1,006,749 | 48.4 | 47.6 | 14.7 |

Note.  Adapted from 1990 Census of Population General
Population Characteristics United States (p. 321) by U.S.
Department of Commerce, 1992, Washington, DC:  U.S.
Government Printing Office.

### Chicago SMSA Race and Ethnicity Characteristics:
### A Sample of Census Data 1990 Given
### in Percentages of Each County's
### Total Population

| County | White | Black | Am Indian Eskimo Aleut | Asian or Pac Isl | Other | Hispanic (Any Race) |
|--------|-------|-------|------------------------|------------------|-------|---------------------|
| Cook | 63 | 26 | .2 | 4 | 8 | 14 |
| DuPage | 91 | 2 | .1 | 5 | 1 | 4 |
| Kane | 85 | 6 | .2 | 1 | 7 | 14 |
| Lake | 87 | 7 | .2 | 2 | 3 | 7 |
| McHenry | 98 | .2 | .2 | .7 | 1 | 3 |
| Will | 85 | 11 | .2 | 1 | 3 | 6 |

Note. Adapted from <u>1990 Census of Population General Housing. Summary Population Characteristics United States</u> (pp. 128-152) by U.S. Department of Commerce, 1992, Washington, DC: U.S. Government Printing Office.

**APPENDIX D**

**SELECTED BUSINESS PATTERNS**

County Business Patterns:  Cook, DuPage, Kane,
Lake, McHenry and Will Counties

| Industry | Total Number of Establish. | Establish. with 500-999 Employees | Establish. with 1000+ Employees |
|---|---|---|---|
| Agriculture, Forestry & Fishing | 8,315 | 9 | 5 |
| Mining | 130 | 1 | 0 |
| Construction | 14,993 | 10 | 1 |
| Manufacturing | 13,779 | 128 | 52 |
| Transportation & Public Utilities | 6,358 | 27 | 20 |
| Wholesale Trade | 17,059 | 32 | 10 |
| Retail Trade | 39,901 | 24 | 15 |
| Finance, Insurance & Real Estate | 17,438 | 46 | 26 |
| Services | 61,217 | 118 | 111 |
| Unclassified | 6,157 | --- | --- |

Note.  Adapted from County Business Patterns 1990 Illinois
(pp. 24-223) by Bureau of Census, 1992, Washington, DC:
U.S. Government Printing Office.

## United States Business Patterns

| Industry | Total Number of Establish. | Establish. with 500-999 Employees | Establish. with 1000+ Employees |
|---|---|---|---|
| Agriculture, Forestry & Fishing | 84,811 | 17 | 5 |
| Mining | 30,359 | 125 | 56 |
| Construction | 578,375 | 194 | 95 |
| Manufacturing | 378,087 | 3,658 | 1,872 |
| Transportation & Public Utilities | 235,196 | 695 | 468 |
| Wholesale Trade | 476,355 | 378 | 119 |
| Retail Trade | 1,529,707 | 611 | 140 |
| Finance, Insurance & Real Estate | 544,736 | 790 | 446 |
| Services | 2,059,291 | 3,124 | 2,381 |
| Unclassified | 258,646 | --- | --- |

Note. Adapted from County Business Patterns 1990 Illinois (pp. 24-223) by Bureau of Census, 1992, Washington, DC: U.S. Government Printing Office.

APPENDIX E

SURVEY QUESTIONS RELATED TO DIVERSE EMPLOYEE

ATTRACTION, RETENTION, AND DEVELOPMENT

.

## Survey Questions Related to
## Employee Attraction

---

2. Does your company use any of the following
   Compensation/Equal Opportunity Employment
   (EEO)/Staffing diversity programs?

   EEO goals are used to insure equity

   The status of EEO Director has been raised in the
   company to reflect the importance of workforce
   diversity

   A new position has been added to reflect the
   importance of workforce diversity

   My organization recruits this group on college
   campuses

   My organization recruits this group through special
   interest groups such as associations of retired
   people, ethnic/racial groups, and gender-based groups

   My organization establishes linkages with area public
   schools:
     Sponsor internships
     Provide financial donations

---

## Survey Questions Regarding
## Effectiveness Measurements Related to
## Employee Attraction

---

7. Organizations may use a variety of techniques to measure the effectiveness of their workforce diversity programs. Which of the following does your company use to measure effectiveness of diversity program(s)?

   EEO goals met

   Increased diversity of applicant pool

---

# Survey Questions Related to
# Employee Retention

1. Does your company use any of the following diversity <u>Training programs</u>?

   Orientation to the organization's culture

   Valuing cultural differences

2. Does your company use any of the following <u>Compensation/Equal Opportunity (EEO)/Staffing</u> diversity programs?

   A portion of executive compensation is based on number of diverse employees retained or promoted from this group

3. Does your company use any of the following <u>Organization Development</u> efforts to address diversity?

   My organization includes attention to this diverse employee group(s) in the company mission statement

   My organization includes attention to use of politically-correct terminology

4. Has your organization made changes in any of the following employee <u>benefits</u> in an effort to address diversity?

   Statement about workforce diversity in company personnel manual

   Child care

   Elder care

   "Awareness" programs

   Recognize ethnic holidays, customs, foods

   Flexible work schedules

   Changes in company-sponsored social events in order to address diverse work groups

   Changes in the dates of company-sponsored activities to avoid conflicts with various religious holidays

7.   Organizations may use a variety of techniques to
     measure the effectiveness of their workforce
     diversity programs.  Which of the following does your
     company use to measure effectiveness of diversity
     program(s)?

     Diverse employee group turnover changes

     Changes in number of labor grievances filed based on
     race, ethnicity, gender and/or age

     Changes in employee climate/attitude survey results
     regarding acceptance of diverse employee groups

     Number of employees attending diversity awareness
     workshops

## Survey Questions Related to
## Employee Development

---

1. Does your company use any of the following diversity <u>Training programs</u>?

   How to mentor

   Leadership

   Interpersonal communication skills

   Team building

3. Does your company use any of the following <u>Organization Development</u> efforts to address diversity?

   My organization includes attention to:

   mentoring

   succession planning with consideration for diverse employee groups

   leadership experiences for diverse employee groups

   networking opportunities for diverse employee populations

   Work-related behaviors and expectations

   tracking high potential diverse employee groups

---

**Survey Questions Regarding Effectiveness**
**Measurements Related to**
**Employee Development**

7.  Organizations may use a variety of techniques to
    measure the effectiveness of their workforce
    diversity programs.  Which of the following does your
    company use to measure effectiveness of diversity
    program(s)?

    Employee productivity changes

    Number of employees attending interpersonal
    communications skills training workshops

    Career tracking based on diversity

    Number of diverse employees acting as mentors

    Number of diverse employees being mentored

    Number of leadership experiences offered to diverse
    employee groups

    High potential program for diverse employee groups
    tracked

**APPENDIX F**

**PILOT SURVEY QUESTIONS CONCERNING THE**

**SURVEY INSTRUMENT**

1.  Were the survey directions clear?  If not, which questions were unclear (please provide the question number and reason)

2.  Were any questions unclear?  If so, which one(s)?

3.  Did any questions seem redundant to you?  If so, which one(s)?

4.  Were you unable to answer any questions?  If so, which one(s)?

5.  Other comments

**APPENDIX G**

**WORKFORCE DIVERSITY SURVEY**

# WORKFORCE DIVERSITY QUESTIONNAIRE

This survey contains questions about workforce diversity programs. As defined in the present study, diversity programs may be directed toward employee groups from any or all of the following: age-based, ethnic status, gender, and race.

This survey is divided into three sections: Diversity Programs, Effectiveness Measurements, and General Information.

## DIVERSITY PROGRAMS

1. Does your company use any of the following TRAINING programs in an effort to enhance the effectiveness of your diverse workforce? (Check each box that is appropriate).

## TRAINING PROGRAMS

|  | Yes | No | Don't Know |
|---|---|---|---|
| Orientation to the organization's culture .......... |  |  |  |
| Valuing cultural differences ....................... |  |  |  |
| How to mentor ...................................... |  |  |  |
| Leadership ......................................... |  |  |  |
| Interpersonal communication skills ................. |  |  |  |
| Team building ...................................... |  |  |  |
| Literacy............................................ |  |  |  |

-1-

2. Does your company use any of the following __COMPENSATION/EQUAL EMPLOYMENT OPPORTUNITY (EEO)/STAFFING__ diversity programs aimed at specific employee groups? (Check each box that is appropriate).

### COMPENSATION/EEO/STAFFING

### Employee Diversity Group

| | Age | Ethnic | Gender | Race | All Groups | Don't Know |
|---|---|---|---|---|---|---|
| A portion of executive compensation is based on number of employees retained or promoted from this group ............... | | | | | | |
| EEO goals are used to achieve full utilization ............... | | | | | | |
| The status of EEO/Diversity Director has been raised in the company to reflect the importance of workforce diversity ..... | | | | | | |
| My organization recruits this group on college campuses ...... | | | | | | |
| My organization recruits this group through special interest groups such as associations of retired people, ethnic/racial groups, and gender-based groups ............................ | | | | | | |
| My organization establishes linkages with area public schools: | | | | | | |
| Sponsor internships ........................................ | | | | | | |
| Provide financial donations ................................ | | | | | | |

-2-

3. Does your company use any of the following diversity <u>ORGANIZATION DEVELOPMENT</u> efforts to address diversity? (Check each box that is appropriate).

## ORGANIZATION DEVELOPMENT

### Employee Diversity Group

| MY ORGANIZATION INCLUDES ATTENTION TO: | Age | Ethnic | Gender | Race | All Groups | Don't Know |
|---|---|---|---|---|---|---|
| This diverse employee group(s) in the company mission statement ............................. | | | | | | |
| Mentoring ...................................... | | | | | | |
| Succession planning with consideration for this diverse employee group ................... | | | | | | |
| Leadership experiences for this diverse employee group ............................... | | | | | | |
| Use of politically correct terminology ........ | | | | | | |
| Networking opportunities for this diverse employee group ............. ................... | | | | | | |
| Work-related behaviors and expectations ....... | | | | | | |
| Tracking high potential employees from this diverse employee group ........... ............. | | | | | | |
| _____ ......... | | | | | | |

-3-

4. Does your organization offer any of the following employee __BENEFITS__ in an effort to address diversity? (Check all that apply).

_____    Statement about workforce diversity in company personnel manual

_____    Flexible work schedules

_____    Changes in types of company-sponsored social events in order to address diverse work groups. (Such as employee golf outings, picnics, etc.)

_____    Changes in the dates of company-sponsored activities to avoid conflicts with various religious holidays.

Child care:
_____        Subsidized day care
_____        Work release time
_____        Referral service
_____        Company-run centers

Elder care:
_____        Subsidized elder care
_____        Work release time
_____        Referral service

"Awareness" programs:
_____        Age Awareness programs
_____        Ethnic/Culture Awareness programs
_____        Gender Awareness programs
_____        Race Awareness programs

Ethnic Recognition:
_____        Holidays
_____        Customs
_____        Food (serve in company cafeteria)

-4-

5. From your perspective, how much importance does your company give to the following human resource areas with regard to workforce diversity? (Circle the appropriate answers).

| | Most Important | Important | Least Important | Does Not Apply |
|---|---|---|---|---|
| Training | 1 | 2 | 3 | 0 |
| Staffing | 1 | 2 | 3 | 0 |
| EEO | 1 | 2 | 3 | 0 |
| Organization Development | 1 | 2 | 3 | 0 |
| Benefits | 1 | 2 | 3 | 0 |
| Compensation | 1 | 2 | 3 | 0 |
| Networking | 1 | 2 | 3 | 0 |
| Mentoring | 1 | 2 | 3 | 0 |
| Career Planning | 1 | 2 | 3 | 0 |
| Leadership Experiences | 1 | 2 | 3 | 0 |

6. In your opinion, which of the following areas should be included in diversity programming at your company? (Rank only the most important three with 1=most important, 2=next important and 3=third important).

| | | | |
|---|---|---|---|
| _____ | Training | _____ | Benefits |
| _____ | Staffing | _____ | Compensation |
| _____ | EEO | _____ | Networking |
| _____ | Organization Development | _____ | Leadership Experiences |
| _____ | Mentoring | _____ | Career Planning |

-5-

## EFFECTIVE MEASUREMENTS

7. Organizations may use a variety of techniques to measure the effectiveness of their workforce diversity programs. Which of the following does your company use to measure effectiveness of diversity program(s)? (Check all that apply).

(1) _____ Employee productivity changes

(2) _____ Diverse employee group turnover changes

(3) _____ Changes in number of labor grievances filed based on race, ethnicity, gender and/or age

(4) _____ Changes in employee climate/attitude survey results regarding acceptance of diverse employee groups

(5) _____ Number of employees attending diversity awareness workshops

(6) _____ Number of employees attending interpersonal communications skills training workshops

(7) _____ EEO goals met

(8) _____ Career tracking based on diversity

(9) _____ Increased diversity of applicant pool

(10) _____ Number of diverse employees acting as mentors

(11) _____ Number of diverse employees being mentored

(12) _____ Number of leadership experiences offered to diverse employee groups

(13) _____ High potential program for diverse employee groups tracked

8. Which of the items you have checked above are most important to your organization? (Circle the three most important effectiveness measurements as they apply to your organization).

-6-

## GENERAL INFORMATION

9. Why has your company instituted a diversity program?  (Check all that apply).

_____    Company is interested in increasing productivity

_____    Company wishes to compete for an increasingly scarce labor pool

_____    Company believes it is an ethical approach to managing our workforce

_____    Company is interested in enhancing its public image

_____    Company wishes to gain a competitive advantage

10. How important are each of the following objectives to your organization? (1=most important, 2=somewhat important, 3=least important).

_____    Attracting a diverse workforce

_____    Retaining a diverse workforce

_____    Developing a diverse workforce

11. What is your job function within human resources?  (Check all that apply).

| | | | |
|---|---|---|---|
| _____ | Affirmative Action/EEO | _____ | Human Resource Planning |
| _____ | Benefits | _____ | Organization Development |
| _____ | Compensation | _____ | Staffing |
| _____ | Diversity | _____ | Employee/Labor Relations |
| _____ | Training and Development | _____ | Generalist |

-7-

Thank you for taking the time to complete this survey. If you are
interested in receiving the results of this survey, please include your
name and address on a separate sheet of paper and I will send you the
summarized anonymous data when completed.

RETURN TO:    Stacy Ball
              514 South 14 Street
              St. Charles, IL  60174
              (708) 513-1862

**APPENDIX H**

**COVER LETTERS**

Pilot study letter for survey

May 00, 1994


Ms. Jane Doe

Human Resource Manager
Acme, Inc.
0000 West 00th St.
Chicago, IL    00000

Dear Ms. Doe:

Based on our conversation of _____, you agreed to
participate as a pilot respondent on my doctoral
dissertation.  Enclosed is the pilot survey on workforce
diversity.

To refresh your memory, my study will explore current
practices regarding women, racial, and ethnic minorities,
and older employees in order to help practitioners offer a
more effective approach to managing workforce diversity.

Part of this research includes conducting a survey of 250
Chicago-area human resource practitioners.  Prior to
sending the survey instrument, I need to gather data from
a pilot study in order to improve the wording and content
of the final survey.  The pilot survey includes questions
regarding types of diversity programs and program
effectiveness measurements at your company.  Also included
are questions about the survey itself - wording of
questions and clarity of directions.

The pilot survey is enclosed.  Also enclosed is a
self-addressed stamped return envelope.  If you are
interested in the results of this dissertation, please
include your name and address, along with the completed
pilot survey.  I will send you a summary of the final
results.  The surveys are numbered for follow-up purposes
only.  All information you provide will be held in
confidence and compiled in an anonymous form.

The time and effort you spend completing the enclosed
pilot survey will be greatly appreciated.

Sincerely,


Stacy L. Ball

Enclosures

## Cover Letter for Survey

May 15, 1994

Ms. Jane Doe
Human Resource Manager
Acme, Inc.
0000 West 00th St.
Chicago, IL    00000

Dear Ms. Doe:

I am writing my doctoral dissertation in Business at
Northern Illinois University in the area of <u>workforce
diversity</u>, and I need your help.

In the coming years, women and minorities will represent
the largest proportion of new employees in American
business.  Also, the employee pool in the United States is
aging.  Minorities, women, and older workers bring new and
unique needs to the workplace.  This study will explore
current practices regarding women, racial and ethnic
minorities, and older employees in order to help
practitioners better manage workforce diversity.

Part of my research includes conducting a survey of 250
Chicago-area human resource practitioners.  Your name was
randomly selected from a list of human resource
practitioners.  The survey includes questions regarding
extent and types of diversity programs and effectiveness
measurements of those programs in your organization.

The enclosed survey should take no more than 15 minutes to
complete. Also enclosed is a self-addressed stamped return
envelope for your completed survey.  If you are interested
in the results of this study, include your name and
address along with the completed survey.  I will send you
a summary of the final results.  The surveys are numbered
for follow-up purposes only.  All information you provide
will be held in confidence and compiled in anonymous form.

The time and effort you spend completing the enclosed
survey will be greatly appreciated.

Sincerely,


Stacy L. Ball

Enclosures

Follow-up Letter for Survey

June 15, 1994


Ms. Jane Doe
Human Resource Manager
Acme, Inc.
0000 West 00th St.
Chicago, IL    00000

Dear Ms. Doe:

Recently, you received a workforce diversity survey relating to my doctoral dissertation. Your input into this study is very important because it will help build a profile of diversity programs being offered by Chicago-area businesses. I need only 15 minutes of your time to completed the survey. Your input is important even if you currently do not offer diversity programs.

To summarize the previous letter, I am conducting a survey of over 200 randomly-selected Chicago-area human resource practitioners. The survey includes questions regarding types of diversity programs and program effectiveness measurements at your organization.

Another copy of the diversity survey is enclosed, along with a self- addressed stamped return envelope. If you are interested in the results of this study, please include your name and address along with the completed survey. I will send you a summary of the final results. The surveys are numbered for follow-up purposes only. All information you provide will be held in confidence and will be compiled in anonymous form.

The time and effort you spend completing the enclosed survey will be greatly appreciated.

Sincerely,



Stacy L. Ball

Enclosures

## Confirmation Letter Sent to Interviewees

May 00, 1994


Ms. Jane Doe
Human Resources
Acme, Inc.
000 West 00th St.
Chicago, IL    00000

Dear Ms. Doe:

Thank you for volunteering to be interviewed for my
doctoral dissertation on workforce diversity.  To remind
you, we will meet on _____ at _____.  The meeting
should last between 1 1/2 and 2 hours.

The interview will be based upon quantitative data
compiled during the first half of the study.  A summary of
the quantitative portion of the study is enclosed.
Interview questions will center on ways to improve the
effectiveness of workforce diversity offerings from an
employee attraction, retention, and development
perspective based on your expertise in the HRD field.

I greatly appreciate your participation in this study.  If
you have any questions, please call me at 708/513-1862.

Sincerely,


Stacy L. Ball

Enclosures

**APPENDIX I**

**RAW SURVEY DATA**

1. Does your company use any of the following <u>TRAINING</u> programs in an effort to enhance the effectiveness of your diverse workforce? (Check each box that is appropriate.)

Raw Count

| | Yes | No | Don't Know |
|---|---|---|---|
| Orientation to the organization's culture . . . . . . . . . . . . | 69 | 43 | 0 |
| Valuing cultural differences. . | 37 | 75 | 0 |
| How to mentor . . . . . . . . . . | 20 | 89 | 3 |
| Leadership. . . . . . . . . . . . | 65 | 47 | 0 |
| Interpersonal communication skills. . . . . . . . . . . . . | 75 | 36 | 1 |
| Team building . . . . . . . . . . | 68 | 44 | 0 |
| Literacy . . . . . . . . . . . . . | 19 | 92 | 1 |

2. Does your company use any of the following <u>COMPENSATION/EQUAL EMPLOYMENT OPPORTUNITY (EEO)/STAFFING</u>
   diversity programs aimed at specific employee groups?  (Check each box that is appropriate.)

Raw Count

| | Age | Ethnic | Gender | Race | All Groups | Don't Know | No |
|---|---|---|---|---|---|---|---|
| A portion of executive compensation . . . . . . . | 0 | 3 | 4 | 4 | 7 | 11 | 88 |
| EEO goals are used to . . | 1 | 6 | 16 | 17 | 32 | 6 | 55 |
| The status of EEO/Diversity Director has been  . . . | 0 | 0 | 0 | 0 | 22 | 6 | 84 |
| My organization recruits this group on college . . | 0 | 10 | 13 | 13 | 33 | 3 | 60 |
| My organization recruits this group through special interest . . . . | 3 | 11 | 14 | 24 | 26 | 3 | 55 |
| Sponsor internships  . . . | 0 | 7 | 5 | 16 | 41 | 4 | 48 |
| Provide financial donations  . . . . . . . | 0 | 6 | 2 | 8 | 25 | 8 | 67 |

3. Does your company use any of the following diversity <u>ORGANIZATION   DEVELOPMENT</u> efforts to address diversity?  (Check each box that is appropriate.)

Raw Count

| MY ORGANIZATION INCLUDES ATTENTION TO: | Age | Ethnic | Gender | Race | All Groups | Don't Know | No |
|---|---|---|---|---|---|---|---|
| . . . the company mission statement. . . . . . . . | 0 | 1 | 0 | 1 | 38 | 4 | 68 |
| Mentoring . . . . . . . . | 1 | 1 | 2 | 2 | 22 | 9 | 75 |
| Succession planning . . . . | 1 | 4 | 7 | 8 | 27 | 9 | 64 |
| Leadership experiences . . | 0 | 0 | 1 | 2 | 35 | 7 | 67 |
| Use of politically correct terminology . . . . . . . | 0 | 1 | 2 | 1 | 48 | 3 | 57 |
| Networking opportunities. . | 0 | 2 | 5 | 5 | 18 | 10 | 75 |
| Work-related behaviors and expectations. . . . . . . | 0 | 1 | 1 | 1 | 42 | 5 | 62 |
| Tracking high potential employees . . . . . . . | 1 | 5 | 7 | 7 | 39 | 5 | 63 |

4. Does your organization offer any of the following
   employee BENEFITS in an effort to address diversity?
   (Check all that apply.)

Raw Count

| Yes | No | |
|-----|-----|---|
| 41 | 71 | Statement about workforce diversity in company personnel manual |
| 71 | 41 | Flexible work schedule |
| 34 | 78 | Changes in types of company-sponsored social events . . . |
| 37 | 75 | Changes in the dates of company-sponsored activities . . . |
| 16 | 96 | Child care: Subsidized day care |
| 15 | 97 | Work release time |
| 26 | 86 | Referral service |
| 5 | 107 | Company-run centers |
| 4 | 108 | Elder Care: Subsidized elder care |
| 14 | 98 | Work release time |
| 22 | 90 | Referral service |
| 15 | 97 | "Awareness" programs: Age Awareness programs |
| 22 | 90 | Ethnic/Culture Awareness programs |
| 19 | 93 | Gender Awareness programs |
| 22 | 90 | Race Awareness programs |
| 34 | 78 | Ethnic Recognition: Holidays |
| 13 | 99 | Customs |
| 43 | 69 | Food (serve in company cafeteria) |

5. From your perspective how much importance does your company give to the following human resource areas with regard to workforce diversity? (Circle the appropriate answers.)

Raw Count

|  | Most Important | Important | Least Important | Does Not Apply | Missing |
|---|---|---|---|---|---|
| Training | 22 | 50 | 14 | 22 | 4 |
| Staffing | 32 | 49 | 11 | 17 | 3 |
| EEO | 37 | 41 | 15 | 17 | 2 |
| Organization Development | 18 | 43 | 19 | 27 | 5 |
| Benefits | 6 | 45 | 25 | 32 | 4 |
| Compensation | 4 | 45 | 18 | 40 | 5 |
| Networking | 2 | 18 | 43 | 42 | 7 |
| Mentoring | 4 | 18 | 38 | 44 | 8 |
| Career Planning | 6 | 23 | 33 | 44 | 6 |
| Leadership Experiences | 10 | 33 | 23 | 40 | 6 |

6. In your opinion, which of the following areas should be included in diversity programming at your company? (Rank only the most important three with 1=most important, 2=next important and 3=third important.)

Raw Count

| Area | Most Important | Next Important | Third Important |
|---|---|---|---|
| Training | 42 | 21 | 14 |
| Staffing | 25 | 25 | 10 |
| EEO | 13 | 10 | 9 |
| Organization Development | 8 | 10 | 15 |
| Mentoring | 4 | 5 | 13 |
| Benefits | 1 | 3 | 4 |
| Compensation | 1 | 1 | 3 |
| Networking | 2 | 4 | 3 |
| Leadership Experiences | 5 | 10 | 10 |
| Career Planning | 1 | 9 | 13 |

7. Organizations may use a variety of techniques to measure the effectiveness of their workforce diversity programs. Which of the following does your company use to measure effectiveness of diversity program(s)?   (Check all that apply.)

Raw Count
of Those
Responding
"Yes"

| | |
|---|---|
| 12 | Employee productivity changes |
| 47 | Diverse employee group turnover changes |
| 31 | Changes in number of labor grievances filed based on race, ethnicity, gender and/or age |
| 29 | Changes in employee climate/attitude survey results regarding acceptance of diverse employee groups |
| 12 | Number of employees attending diversity awareness workshops |
| 15 | Number of employees attending interpersonal communications skills training workshops |
| 57 | EEO goals met |
| 21 | Career tracking based on diversity |
| 41 | Increased diversity of applicant pool |
| 1 | Number of diverse employees acting as mentors |
| 4 | Number of diverse employees being mentored |
| 14 | Number of leadership experiences offered to diverse employee groups |
| 11 | High potential program for diverse employee groups tracked |

8.  Which of the items you have checked above are most important to your organization?  (Circle the three most important effectiveness measurements as they apply to your organization.)

Raw Count

| | Yes | No | Missing |
|---|---|---|---|
| Employee productivity changes | 8 | 73 | 31 |
| Diverse employee group turnover changes | 36 | 45 | 31 |
| Changes in number of labor grievances filed based on race, ethnicity, gender and/or age | 20 | 61 | 31 |
| Changes in employee climate/attitude survey results regarding acceptance of diverse employee groups | 23 | 58 | 31 |
| Number of employees attending diversity awareness workshops | 7 | 74 | 31 |
| Number of employees attending interpersonal communications skills training workshops | 5 | 76 | 31 |
| EEO goals met | 41 | 40 | 31 |
| Career tracking based on diversity | 8 | 73 | 31 |
| Increased diversity of applicant pool | 26 | 55 | 31 |
| Number of diverse employees acting as mentors | 0 | 81 | 31 |
| Number of diverse employees being mentored | 1 | 80 | 31 |
| Number of leadership experiences offered to diverse employee groups | 7 | 74 | 31 |
| High potential program for diverse employee groups tracked | 4 | 77 | 31 |

9. Why has your company instituted a diversity program?  (Check all that apply.)

| | Raw Count | | |
|---|---|---|---|
| | Yes | No | Missing |
| Company is interested in increasing productivity | 28 | 83 | 1 |
| Company wishes to compete for an increasingly scarce labor pool | 35 | 76 | 1 |
| Company believes it is an ethical approach to managing our workforce | 47 | 64 | 1 |
| Company is interested in enhancing its public image | 18 | 93 | 1 |
| Company wishes to gain a competitive advantage | 38 | 73 | 1 |

10. How important are each of the following objectives to your organization? (1=most important, 2=somewhat important, 3=least important.)

Raw Count

|  | Most Important | Somewhat Important | Least Important |
|---|---|---|---|
| Attracting a diverse workforce | 38 | 24 | 23 |
| Retaining a diverse workforce | 44 | 34 | 8 |
| Developing a diverse workforce | 33 | 24 | 30 |

11. What is your job function within human resources?
(Check all that apply.)

Raw Count

| | |
|---|---|
| 53 | Affirmative Action/EEO |
| 27 | Benefits |
| 27 | Compensation |
| 31 | Diversity |
| 34 | Training and Development |
| 37 | Human Resource Planning |
| 25 | Organization Development |
| 44 | Staffing |
| 46 | Employee/Labor Relations |
| 57 | Generalist |

**APPENDIX J**

**INTERVIEW BIOGRAPHICAL SHEET**

1. Name _____ Day Phone: _____ .

2. Job title _____

3. Employer _____

4. Work address _____

   _____

   _____

5. How long have you been employed in a human
   resource development role? _____

6. What is your background in human resource development?

   _____

   _____

   _____

   _____

7. What are three major responsibilities in your current position?

   _____

   _____

   _____

8. What exposure have you had to workforce diversity issues?
   ____ Exposure through journals, association meetings, conversations with colleagues
   ____ Cover diversity issues in training classes
   ____ Cover diversity issues in college classes
   ____ Direct work exposure to diversity issues
   ____ Direct work responsibility over diversity issues

9. Does your company offer any workforce diversity programs?

   ____ Yes
   ____ No

10. Responses will be held in confidence and will be reported only in an anonymous way without identification of you or your organization. Are you willing to spend between 1 1/2 and 2 hours being interviewed about workforce diversity?

____ Yes, I am willing to be interviewed
____ No, I am not willing to be interviewed

11. Are you willing to have the interview audio taped for data compilation purposes only? (The tape will be held in strict confidence.)

____ Yes ____ No

_____

Signature

(Signed at time of interview)

**APPENDIX K**

**WORKFORCE DIVERSITY SURVEY**

**SUMMARY DATA**

Population=217        N=112            51.6% Response

Sample Frame:  Public and private organizations with 500 or
more employees at corporate headquarters.  Chicago SMSA.

Diversity Programs may be directed toward employee groups
from any or all of the following:  age-based, ethnic status, gender,
and race.

---

I.    Objectives for offering workforce diversity programs included:

      A. To attract a diverse workforce   34%
      B. To retain a diverse workforce    39%
      C. To develop a diverse workforce   29%

II.   Diversity programs frequently offered by those organizations
      interested in attracting a diverse workforce:

      A. College recruiting
      B. Special interest association recruiting (eg., AARP)
      C. Financial donations to schools
      D. Attention to expected work-related behaviors

III.  Diversity programs frequently offered by those organizations
      interested in retaining a diverse workforce:

      A.  EEO goals are used to achieve full utilization of a
          diverse workforce

IV.   Diversity programs frequently offered by those organizations
      interested in developing a diverse workforce:

      A. Interpersonal communication skills training
      B. Team-building
      C.  Tracking high potential employees from diverse employee
          groups

V.    Organizations may use a variety of techniques to measure the
      effectiveness of their workforce diversity programs. The
      following represent techniques respondents use to measure
      diversity effectiveness.

      A. EEO goals have been met
      B. Diverse employee group turnover rates are tracked
      C. Changes in diversity of applicant pool are tracked

---

The following represent other diversity programs which may be categorized under "Attract - Retain - Develop" but were not chosen by the respondents in my survey.

I. Diversity programs related to <u>attracting</u> a diverse workforce:

A. Using EEO goals to achieve full utilization of a diverse workforce
B. The status of EEO/Diversity Director has been raised in the organization to reflect the importance of workforce diversity
C. Sponsor internships for diverse groups

II. Diversity programs related to <u>retaining</u> a diverse workforce:

A. Orientation to the organization's culture
B. Valuing cultural diversity training
C. A portion of executive compensation is based on number of employees retained from diverse groups
D. The importance of diversity is included in the organization's mission statement
E. The use of politically correct terminology is stressed
F. A statement about workforce diversity is included in the company personnel manual
G. The following benefits:
   1. Flexible schedules
   2. Changes in types of company-sponsored social events in order to address diverse work groups
   3. Changes in the dates of company-sponsored activities to avoid conflicts with various religious holidays
   4. Child care
      a. Subsidized
      b. Work release time
      c. Referral service
      d. Company-run centers
   5. Elder care
      a. Subsidized
      b. Work release time
      c. Referral service
   6. "Awareness" programs
      a. Age awareness
      b. Ethnic/culture awareness
      c. Gender awareness
      d. Race awareness

   7. Ethnic recognition
      a. Holidays
      b. Customs
      c. Food (served in company cafeteria)

III. Diversity programs related to <u>developing</u> a diverse workforce:
   A. How to mentor training
   B. Leadership training
   C. Literacy training
   D. Mentoring programs
   E. Succession planning with consideration for diverse employee groups
   F. Leadership experiences for diverse employee groups
   G. Networking opportunities for diverse employee groups
   H. Attention to work-related behaviors and expectations

APPENDIX L

HUMAN RESOURCE DEVELOPMENT PRACTITIONER

INTERVIEW QUESTIONS

This interview is based on data compiled from a written survey of Chicago-area human resource practitioners. You have received summary information from this survey. During the interview today, I will ask you questions regarding this survey data as well as questions regarding how you would organize a workforce diversity effort from the perspectives of employee attraction, retention, and development.

Do you have any questions before we begin?

Name _____

Employer _____

1. How do you define workforce diversity?

The following questions are based on the anonymous summary of survey data culled from Chicago-area human resource managers. Respondent identities will not be revealed nor am I interested in your responses to diversity programs offered at specific organizations. Rather, the following questions are general in nature.

2.      Given the summary of survey data, how would you organize diversity programs if you were interested in:

   A.  attracting a diverse workforce?

   B.  retaining a diverse workforce?

   C.  developing a diverse workforce?

3.      What criteria are appropriate to use when deciding which diversity programs are more important than others?

4.      What measures of effectiveness could be used for the most important diversity programs?

5.      To what extent do you see a need for coordination of effort among various diversity programs?

6.      If you see a need for coordination of diversity programs, how would you go about such a coordination effort?

7.      What elements aid the implementation and maintenance of diversity programs?

8.      What elements hinder the implementation and maintenance of diversity programs?

9.      What diversity programs have been discontinued at your organization and why?

10.     Any other comments?