

# Chapter 3

## Managing Diversity

Although many companies have a goal of cultivating a diverse workforce, there's still a lot of work to be done. Women have been graduating with advanced professional degrees in record numbers, yet the number in senior leadership positions remains low. Only 21 women were CEOs of major Fortune 500 U.S. corporations in 2016 and among the incoming crop of 87 new Fortune 500 CEOs in 2015, only one was a woman. Other minorities are seriously underrepresented in the CEO office, as well. Taking into account that some of these CEOs are women, there were only six Black CEOs, nine Asian CEOs, and eight Latino CEOs in Fortune 500 companies. Clearly, the issue of moving beyond a homogeneous workforce is one that is important. In this chapter, we'll look more closely at managing diversity of all kinds in the workplace.

### LEARNING OUTCOMES

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- 3.1 Define workplace diversity and explain why managing it is so important.
- 3.2 Describe the changing workplaces in Canada and around the world.
- 3.3 Explain the different types of diversity found in workplaces.
- 3.4 Describe various workplace diversity management initiatives.

### CHAPTER VIGNETTE SUMMARY

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Mediacorp, founded in 1992, is Canada's largest Publisher of employment periodicals and since 1999 has been responsible for Canada's Top 100 Employers, a regional and special interest competition that reaches over 15 million Canadians annually. In 2007, Mediacorp launched the Canada's Best Diversity Employers (CBDE) competition. The winners of the 2017 competition observed that "encouraging workplace diversity isn't such a radical idea, as it is an everyday reality for Canadian employers seeking to recruit the best talent." The CBDE competition recognizes successful diversity initiatives for employees from five groups: (a) women; (b) members of visible minorities; (c) persons with disabilities; (d) Aboriginal peoples; and (e) lesbian, gay, bisexual, and transgendered/ transsexual (LGBT) peoples. This chapter will discuss how encouraging workplace diversity continues to create top level organizations that attract best in class talent.

### CHAPTER OUTLINE

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- 1. DIVERSITY – THE BASICS
  - A. Canada is a diverse country and continues to grow more diverse over time. As one of Canada's largest companies, RBC has developed a number of business practices and policies to reflect the diversity in its own workforce. RBC has formally committed to encouraging diversity as part of its success measures and has implemented programs for people with disabilities, women, visible minorities, LGBTQ, and Aboriginal peoples. Such diversity—and inclusion—can be found in many organizational workplaces domestically and globally, and managers in those workplaces are looking for ways to value and develop that diversity.

- B. What is Workplace Diversity
1. Diversity is all around us in the people look to the way they act and the environments people interact in and has been one of the most popular business topics over the last two decades.
  2. Diversity has had many different meanings over the decades but has now evolved into a more comprehensive term that has evolved. (See **Exhibit 3-1**)
  3. **Workforce diversity** are the ways in which people in an organization are different from and similar to one another.
  4. The definition also focuses on similarities because it reinforces the belief that managers and organizations should view employees as having qualities in common as well differences that separate them
  5. The demographic characteristics of workplace diversity that are related to age, race, gender, ethnicity reflect **surface-level diversity** which includes easily perceived differences that trigger certain stereotypes.
- C. Why is Managing Workplace Diversity So Important?
1. RBC sees diversity as a strategic asset.
  2. The benefits of workplace diversity fall into three main categories: people management, organizational performance and strategic (See **Exhibit 3-2**)
  3. **People Management** – diversity is all about people, both inside and outside the organization.
    - a. The benefits of diversity are the ability for organizations to attract and retain a talented workforce.
    - b. Positive and explicit workforce diversity can help organizations attract and keep talent and allow employees to work in teams and gain unique perspectives and experiences.
  4. **Organizational Performance** – workforce diversity has a direct relationship to improvements in organizational functioning:
    - a. Reduced employee turnover, absenteeism and the chance of lawsuits that can often be related to cases related to discrimination (Abercrombie & Fitch example) are all diminished with strong workplace diversity
    - b. An organization with a diverse workforce can also tap into the variety of skills and abilities represented but it also ensures that processes and procedures be more accommodative and inclusive.
  5. **Strategic** – workforce diversity offers strategic benefits to an organization because it enables it to operate in a more flexible and thought-provoking way.
    - a. Organizations can better anticipate and respond to changing consumer needs
    - b. Diverse employees bring a variety of points of view and approaches to opportunities
    - c. A diverse workforce can be a powerful source of competitive advantage because of its ability to more innovative by tapping into different voices and viewpoints.

- d. From an ethical perspective, effectively managing workforce diversity is the right thing to do. Managers need to view workforce diversity as a way to bring different voices to the table and to build an environment based on trusting relationships.
  - D. The Changing Workplace  
In the business world, the once predominately white male managerial workforce has given way to a more gender-balanced, multi-ethnic workforce.
  - E. Characteristics of the Canadian Population
    1. Total Population – is projected to increase to 51 million by 2063 where over 80% of that increase will be due to immigration and Canadian-born descendants.
    2. Racial/ethnic groups – Before 1960, the majority of Canadian immigrants were from Europe but by 2011 immigrants from Asia (including the Middle East) from the largest contingent of immigrants
    3. An aging population – the median age of the Canadian population is 40.2 years up from 25.9 in 1921. Aging will be one of the defining characteristics of the population in the future. (See **Exhibit 3-3**)
    4. Population trends will have an impact on Canadian workplaces and how managers will manage to age and diversity within them.
  - F. What About Global Workforce Changes?  
Some significant worldwide population trends are likely to affect global workforces. According to United Nations forecasts, the world is in a “epochal” demographic shift that reshape societies, economies and markets over the next century.
    1. The **total world population** is 7.5 billion and is estimated to reach 9 billion by 2050 which according to the United Nations will stabilize or peak. This is a result of declining birth rates as nations advance economically.
    2. The world’s aging population is changing significantly whereby the people age 65 and older will soon outnumber children under the age of 5 for the first time in history. There are many significant implications to societies and businesses – from a changing family structure to shifting patterns of work and retirement. Managers and organizations will need to understand how such changes are likely to affect workplace policies and practices.
2. TYPES OF WORKPLACE DIVERSITY  
Workforce diversity is a big and important issue in today’s workforce. It is important to understand the types of diversity we have in the workplace and how their characteristics can be used in order to effectively manage to them. (See **Exhibit 3-4**)
  - A. Age
    1. Aging population is a major critical shift taking place in the workplace and the Marriott hotels in Maryland are an example of how work is being adjusted for a large workforce 45 years and older.
    2. People 65 and older are continuing to work, managers need to ensure these employees are not discriminated against because of age.
    3. Perceptions range with older workers from they are always sick and can’t work to having good judgment, experience and strong work ethic.

4. Given older workers will eventually retire, the concern of severe shortages of qualified employees.
  5. Millennials are now going to make up 75% of the total workforce by 2025 which means managers are going to ensure all workers, regardless of age, are treated fairly and that they can work alongside each other effectively.
- B. Gender**
1. Women and men now each make up almost half the workforce yet gender diversity issues continue to be prevalent in organizations.
  2. Research still shows men start their careers at higher levels than women, and as a result, women fall behind never to catch up.
  3. Misconceptions continue to exist about whether women perform their jobs better than men. There are few, if any, importance differences between men, women and job performance.
  4. A big question has always been whether men and women are equally competent as managers.
  5. Men seen as “masculine” in their managerial style, and women have been shown to balance both a “masculine” style with a more feminine one that include nurturing, inclusiveness and collaboration.
  6. It is important for organizations to recognize one is not necessarily better than the other, but rather to explore the strengths that both men and women bring to an organization.
- C. Race and Ethnicity**
1. Coca-Cola has shown how it can move from having a class action law suit for discriminatory actions to being one of the most pro-active companies that now has top executive sponsorship that makes diversity one of its cornerstones.
  2. Race and ethnicity are important types of diversity in organizations
    - a. **Race** – Defined as a socially constructed category used to classify humankind according to common ancestry and physical characteristics.
    - b. **Ethnicity** – is related to race, but it refers to social and cultural characteristics maintained by a shared heritage, language, religion or other group bond
  3. As immigration increases, the racial and ethnic diversity of the Canadian population is increasing and the same effect is happening in the workforce
  4. Research on ethnicity and race in the workplace has focused on hiring decisions, performance evaluations, pay and workplace discrimination.
  5. One key finding is individuals in workplaces tend to favour colleagues of their own race.
- D. Disability/Abilities**
1. According to statistics in Canada, 13.7 percent of Canadians over the age of 15 have some sort of disability.
  2. Persons with disabilities are protected in two ways:
    - The Canadian Charter of Rights and Freedoms
    - Canadian Human Rights Act
  3. These laws require employers to make reasonable accommodations.

4. One issue facing managers is the definition of “disability” is quite broad and is defined by the Canadian government as:
  - Any severe and prolonged condition that inhibits a person from performing normal and routine daily activities.
5. Some jobs cannot be accommodated to a disability. For example, the law recognizes a visually impaired person could not be an airline pilot.
6. The society for Human Resource Management found that 61 percent of HR professionals said that their organizations included disabilities in their diversity and inclusion plans, but only 47 percent said they actively recruit individuals with disabilities.
7. Organizations and managers still have fears about employing workers described in **Exhibit 3-5** alongside the realities.
8. Effectively managing a workforce with disabled employees requires managers to create and maintain an environment in which employees feel comfortable disclosing their need for accommodation.
9. The 53-nation African Union came into existence in July 2002. Members plan to achieve greater economic development and unity among Africa's nations.

**E. Religion**

1. Section 2 of the Canadian Charter of Rights and Freedoms outlines a list of “fundamental freedoms”, one that includes freedom of religion.
2. The greatest religious diversity issue in Canada and the US revolves around religious freedom and expression (e.g., the religion of Islam).
  - a. A study in the US found that nearly 4 in 10 adults admit they harbor negative feelings or prejudices toward US Muslims
3. Religious beliefs can prohibit or encourage work behaviours
4. Religious individuals may believe they have an obligation to express their beliefs in the workplace, making it uncomfortable for those who may not share those beliefs.
5. Religion and religious beliefs can generate misinterpretations and negative feelings
6. Managers need to recognize and be aware of different religions and their beliefs and try to accommodate when at all possible.

**F. LGBT+: Sexual Orientation and Gender Identity**

1. The acronym refers to Lesbian, Gay, Bisexual, Transgender people as well as other sexual orientations or gender identities.
2. Protecting the rights of lesbians, gays and bisexuals is not mentioned in the Canadian Charter of Rights and Freedoms, in 1996 the Human Rights Act was amended to protect Canadians from discrimination based on sexual orientation.
3. Transgender Canadians were not recognized in the 1996 amendment, but in 2016 the government passed C-16 which prohibits discrimination on the basis of gender identity and gender expression.
4. Despite the progress in making workplaces more accommodating, 62 percent of LGBT+ persons stated either witnessing or experiencing discrimination in the workplace.
5. Managers seem to be taking steps to improve the situation and an increasing number of large companies are implementing policies and practices to protect the rights of LGBT+ employees in the workplace; but more needs to be done.

### G. Other Types of Diversity

1. Other types of workplace diversity that managers might confront and have to deal with include the following:
  - a. Socioeconomic background (social class and income-related factors)
  - b. Physical attractiveness, obesity/thinness
  - c. Job seniority
  - d. Intellectual abilities
2. Each can affect how employees are treated in the workplace.
3. Managers need to ensure all employees are treated fairly and given the opportunity and support to do their jobs to the best of their abilities.

### 3. CHALLENGES IN MANAGING DIVERSITY

While the majority of managers understand the value of a diverse workforce, there are still challenges they face in the implementation of equitable workplace policies and differing employee perceptions.

#### A. Personal Bias.

1. Employees bring many preconceived ideas about others into the workplace.
2. **Bias** is a term that describes a tendency or preference toward a particular perspective or ideology.
3. One outcome of our personal biases can be **prejudice**, a preconceived belief, opinion, or judgment toward a person or a group of people.
4. A major factor in prejudice is **stereotyping**, which is judging a person on the basis of one's perception of a group to which he or she belongs.
5. Both prejudice and stereotyping can lead to someone treating others who are members of a particular group unequally. That's what we call **discrimination**, which is when someone acts out their prejudicial attitudes toward people who are the targets of their prejudice.
6. **Exhibit 3-6** shows the definitions and examples of different types of discrimination.
7. Discrimination has potential financial consequences for organizations and managers as well as loss in employee productivity, negative and disruptive interpersonal conflicts, increased employee turnover, and overall negative climate.

#### B. Glass Ceiling.

1. The term **glass ceiling**, first used in a *Wall Street Journal* article, refers to the invisible barrier that separates women and minorities from top management positions. The idea of a "ceiling" means that there is something blocking upward movement and the idea of "glass" is that whatever's blocking the way isn't immediately apparent.
2. Potential causes for the glass ceiling have ranged from lack of mentoring, sex stereotyping, views that associate masculine traits with leader effectiveness, and bosses' perceptions of family-work conflict.

### 4. WORKPLACE DIVERSITY INITIATIVES

While the challenges to create and maintain a diverse workforce are daunting, organizations have taken steps to foster and promote workplace diversity. Some of these initiatives are listed below.

#### A. The Legal Aspect of Workplace Diversity.

1. Federal legislation has been a compelling force to push workplace diversity. It is doubtful that some organizations would be as diverse as they are today without these federal mandates.

2. **Exhibit 3-7** describes the major equal employment opportunity laws with which organizations must comply.
- B. Top Management Commitment to Diversity.**
1. Diversity and inclusion should be part of the organization's purpose, goals, and strategies as well as every other aspect of business.
  2. Policies and procedures must be in place to ensure that grievances and concerns are addressed immediately.
  3. The organizational culture needs to be one where diversity and inclusion are valued, even to the point where individual performance is measured and rewarded on diversity accomplishments.
- C. Mentoring.**
1. **Mentoring** is a process whereby an experienced organizational member (a mentor) provides advice and guidance to a less-experienced member (a protégé). Mentors usually provide two unique forms of mentoring functions—career development and social support.
  2. A good mentoring program should help diverse employees with high potential move up the organization's career ladder.
  3. **Exhibit 3-8** looks at what a good mentor does.
- D. Diversity Skills Training.**
1. **Diversity skills training** is specialized training to educate employees about the importance of diversity and teach them skills for working in a diverse workplace.
  2. Millions of dollars are spent on this effort annually, much of it on training.
  3. Two types of diversity training:
    - a. *Diversity awareness training* helps to make employees aware of the assumptions and biases they may have.
    - b. *Diversity skills training* works with employees to learn specific skills on how to communicate and work effectively in a diverse work environment.
- E. Employee Resource Groups.**
1. **Employee resource groups** are made up of employees connected by some common dimension of diversity.
  2. These groups are usually formed by the employees themselves, not the organizations; however, it's important for organizations to recognize and support these groups.
  3. Employee resource groups are useful in that diverse groups have the opportunity to see that their existence is acknowledged and that they have the support of people within and outside the group.

## ANSWERS TO REVIEW AND DISCUSSION QUESTIONS

*Student answers to these questions will vary.*

- 1. Why is it important for an organization to have a clear definition of diversity?*  
Diversity has been defined in many ways and because of the increased attention and emotion for greater diversity in Canada. It is important that everyone work from the same point of view to clear potential misunderstandings. Some see diversity as simply race or gender. This view limits a deeper understanding of how people differ from one another and the advantages that can be gained by a more diverse workforce.
- 2. Distinguish between surface-level diversity and deep level diversity. Why is it important to understand the difference between the two?*  
**Surface-level diversity** is the easily perceived differences that may trigger certain stereotypes. **Deep-level diversity** are the differences in values, personality, and work preferences that can affect the way people view organizational work rewards, communicate, react to leaders, negotiate, and generally behave at work. By focusing on deep-level diversity, organizations are able to go beyond the divisive issues of race and other differences that can cause stereotypes and seek to understand the ways people think or feel.
- 3. What are the major trends in the changing populations of Canada and the world?*  
Over the last twenty years, organizations have focused on the obvious trends in the workforce, mainly race (i.e. black and white) and gender. Recently, there has been more emphasis on age and the increasing number of immigrants. For example, the increase of many new Canadians from the Middle East.
- 4. Distinguish between race and ethnicity.*  
In the text, **race** is defined as the biological heritage (including physical characteristics such as one's skin color and associated traits) that people use to identify themselves. **Ethnicity** is related to race, but it refers to social traits—such as one's cultural background or allegiance—that are shared by a human population.
- 5. What challenges do managers face in creating accommodating and safe work environments for employees?*  
There continues to be significant personal bias among many when it comes to diversity. Managers themselves need to be aware of the different cultures and the issues that challenge and surround the topic of diversity. Organizations also need to ensure they are aware of what is law and if not law, how they can make positive steps at ensuring policies and procedures are in place to create an accommodating and safe workplace.
- 6. Explain the relationship between bias, prejudice, stereotyping, and discrimination.*  
These topics can be seen as linked together like a chain. **Bias** is a tendency or preference toward a particular perspective or ideology. Unchecked, a bias can lead to **prejudice**, a preconceived belief, opinion, or judgment toward a person or a group of people. Prejudice can lead to **stereotyping**, which is judging a person on the basis of one's perception of a group to which he or she belongs. Both prejudice and stereotyping can lead to someone treating others who are members of a particular group unequally, which is discrimination.



7. *What are important to workplace diversity initiatives?*  
The important federal laws for workplace diversity are: The Canadian Charter of Rights and Freedoms; The Human Rights Act; Bill C-16; The Federal Affirmation Action Program; The Federal Employment Equity Act.
8. *Why do you think the glass ceiling has proven to be a barrier to women and minorities?*  
The text cites several potential causes for the glass ceiling including: lack of mentoring, sex stereotyping, views that associate masculine traits with leader effectiveness, and bosses' perceptions of family-work conflict. Another cause could be the time and experience required for women to move into upper management. Only in the recent past have women been given more opportunity to work in management positions. It will take time for experienced female managers to replace the aging male dominated ranks of top management.
9. *What is workforce diversity, and why is managing it so important?*  
Workforce diversity is the ways in which people in an organization are different from and similar to one another. It is important to manage workforce diversity because it has many different levels of impact to people and the organization. By managing it effectively, an organization has better people management, increased organizational performance and can be more strategic that leads to improved market share and overall competitive advantage.
10. *Describe the issues associated with each of the types of workforce diversity*  
Age assumes that people who are older are not capable of working effectively. Age is also challenging because many employees who are older and retiring and leaving skills and workplace practices that are highly respected and valued by managers. Gender bias continues to exist in the workplace. Men and women have the skills to both perform effectively, but men continue to begin advantages in their careers and in managerial positions. Race and ethnicity influence attitudes and values that can be very different with the vast amount of cultures that are in the organizations. Organizations are still hesitant to hire people with disabilities although there have been improvements. Many employees believe they have the right to express their religious beliefs in the workplace while others do not. It continues to cause uneasiness in the workplace. The LGBT+ persons, although now more accepted and recognized, continue to experience or witness workplace inequality.

## ETHICS DILEMMA

*Student answers to these questions will vary.*

This dilemma challenges students to think about the ethics of possible discrimination based on employee attributes other than gender, race, ethnic background, and sexual orientation. In this exercise, students are asked to consider the possible discrimination against disabled workers. Challenge students to put themselves in the position of management and to consider the ethics of discriminating against qualified individuals simply because of their disabilities.

1. *What biases, prejudices, and stereotypes do people have of people with disabilities?*
2. *What ethical issues might arise in workplaces with disabled workers? As a manager, how might you handle such issues?*

### SKILLS EXERCISE: DEVELOPING YOUR VALUING DIVERSITY SKILL

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In this exercise, students are asked to work on skills that will help them better value diversity. The skills are based on eight actions that managers may take to aid them in creating a diverse workforce and communicating the value of diversity to its employees. The skills in this exercise are on valuing diversity. To practice this skill, students are given a scenario and asked how they would handle the situation. Some students may emphasize diversity awareness as a way to resolve problems described in each scenario. While this is a positive step, get students to take the next step toward diversity skill training.

### WORKING TOGETHER: TEAM EXERCISE

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In groups of three to four individuals, students are to research how to identify and attract a diverse job applicant pool. Students should consider the different types of diversity.

After the groups have done their research, they should share their ideas with the rest of the class.

### LEARNING TO BE A MANAGER

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1. Describe your experiences with people from other backgrounds. What challenges have you faced? What have you learned that will help you in understanding the unique needs and challenges of a diverse workplace? (LO: 4, Discuss the challenges managers face in managing diversity, AACSB: Diverse and multicultural work environments)
2. Go to *DiversityInc.com* [[www.diversityinc.com](http://www.diversityinc.com)] and find the latest list of Top 50 Companies for Diversity. Select three companies from this list. Describe and evaluate what they're doing as far as workplace diversity.
3. Think of times when you may have been treated unfairly because of stereotypical thinking. What stereotypes were being used? How did you respond to the treatment?
4. Go to the website of Catalyst [[www.Catalyst.org](http://www.Catalyst.org)] and find the "Browse Knowledge Centre" tab. Search for the data on "Women in Management, Global Comparison." What surprised you most about this data? Why?
5. For each of the four workplace diversity initiatives, find two examples of companies that are participating. Write a short description of what each is doing.
6. Pick one of the laws listed in Exhibit 3-7. Research that law looking for these elements: Whom does the law cover? What does the law prohibit? What are the consequences for violating the law?
7. In your own words, write down three things you learned in this chapter about being a good manager. Keep a copy of this for future reference.

## ANSWERS TO CASE APPLICATION 1 QUESTIONS

*Student answers to these questions will vary.*

### **National Grocery Chain Deals with Racism Toward Black Shoppers**

1. *How prevalent might racial profiling be in stores across Canada?*

When answering this question, students should consider that with the significant amount of new Canadians from various cultures and backgrounds, along with the differences we see and hear with respect to language, dress and values, and with the global political issues that have surfaced, people may find it difficult be accepting of all of what they see. Acceptance requires knowledge to overcome prejudice, stereotyping and discrimination. Managers must recognize, educate, and display actions and ensure policies and procedures are in place to evolve this understanding.

2. *What might have been the impact of these action on black and other ethnic employees nationally across the Sobeys chain?*

When answer this question, consider bringing this question back to students and get them to try and get them to think about their own workplace and how they might feel. Issues of trust, integrity and loyalty would certainly become apparent. This most likely would impact motivation and the desire to want to be a part of such an organization, thus potentially impacting performance.

3. *If you had been responsible for diversity at Sobeys, would you have supported the appeal of the finding of the Human Rights Commissioner?*

In this situation, like many other organizations, the chance to eliminate the event is not uncommon. Many organizations believe they can pay their way out of issues of wrong doing. As the article says, Sobeys withdraw of the appeal was to say “bye-bye” and have not admittance of their wrongdoing.

4. *Can you see yourself or someone you know doing what the Sobeys staffer did to Andrella David? (Be honest with yourself)*

Students should reflect on this based on their own personal experiences and what they have seen of others. Historically, what has happened to Andrella has unfortunately been very common. Once again, culture and its personal bias and prejudice lead to this type of stereotypical discriminatory behaviours.

5. *Based on the vignettes in this chapter, what other steps could Sobeys take to deal with discrimination on a more sustainable and systemic basis?*

Students should reflect back on the example of Coca-Cola and the strides they have made in fifteen years. Senior level buy-in at establishing policy and procedures could be considered a good first step for Sobey's. Knowing that Canada has a Charter of Rights and Freedoms as part of its constitution and being aware of the diversity and the immigration that Canada has focused on in recent years, should be signs whereby Sobey's could be proactive and anticipate the needs to ensure it has in place diversity training. This includes having a supportive management team that can ensure employees can embed this practices in day-to-day work activities.

**ANSWERS TO CASE APPLICATION 2  
QUESTIONS**

*Student answers to these questions will vary.*

**Women in Management at Deutsche Telekom**

1. *What do you think of this “quota” approach that Deutsche Telekom is pursuing? What benefits and drawbacks does such an approach have?*

It is important that students recognize that taking on a long-standing issue of gender-equity can be challenging to establish achievement benchmarks. On the one side, have a goal is inspiring given many organizations are not committing to women in leadership roles. On the other side, if the goal is not attained and/or if it is, what does this mean?

2. *What issues might Deutsche Telekom face in recruiting female university graduates? How could they address these issues?*

Historically, Telekom was not seen as an organization committed to improving managerial and leadership opportunities for women until recently. This would not place the company on the radar screen for many young women who are graduating. The challenge is that many women will take on more entry level jobs than men and then take longer to achieve their career goals. With organizations that are increasingly global, changing demographics and the people representing multiple cultures, organizations need to scrutinize and transform the ways they attract, retain and develop their employees. This will likely be the case for Telekom

3. *What issues might the company face in introducing changes in work-family programs? Again, how could they address these issues?*

While some employees are appreciative of work-family programs, others might see them as showing favoritism. It is difficult for managers to miss time and to work flexible arrangements because of the demands placed upon their time. For a manager to miss too many meetings or to work hours that put them out of the office at key times could create resentment from subordinates and other managers. Ways to address these issues is to expand parental leave programs and improve work flexibility options for all workers. The leadership of Deutsche Telekom needs to take the lead on this and employ the tools they have found successful in past change initiatives.

4. *What workplace diversity initiatives discussed in the chapter might be appropriate for Deutsche Telekom? What would be involved in implementing these initiatives?*

The first consideration is to begin with the basics and that is diversity skills training for all levels of employees throughout the organization. Importantly would be the senior leaders of the organization because it is not simply stating the need but being able to demonstrate this through their own actions. Telekom is setting a standard for change and it is important the organization effectively learns how it can best achieve and sustain these goals; but just as important, continue to improve. Most diversity training starts with awareness, the skills for working in a diverse workplace and addresses assumptions and biases employees might have. This approach was taken at Marriott International where senior leaders were incented to ensure diversity efforts were in place and the organization mandated training every month. It became embedded as part of its corporate culture.