Suggested Theories, Models, and Frameworks Used to Address Emerging Diversity Issues in the Workforce

Chapter 2

Learning Objectives

- Describe current and emerging workforce diversity trends, issues, and concerns.
- Describe practical strategies that can be used to effectively manage and leverage these workplace organizational ills.
- Describe the circumstances and ways in which current and emerging workforce diversity trends, issues, and concerns should be addressed by organizations.
- Describe the characteristics of organizations that are equipped to embrace and manage current and emerging workforce diversity trends, issues, and concerns.
- Think critically and strategically about current and emerging workforce diversity trends, issues, and concerns and their role in managing and leveraging them in the 21st century.

Suggested Theories, Models, and Frameworks

- What is a theory, a model, and a framework?

- What are they used for?

  – Stockdale & Crosby (2004) state that:

    "Sound theories, models [and frameworks] are used to guide our research and practice" (p. 56).

Suggested Theories, Models, and Frameworks

Conceptual Model #1

- Critical Racism Pedagogy—A Conceptual Discussion Model, Byrd & Scott (2010)
  - Educate
    - Introduce aspects of historical racism
    - Discuss modern-day recurring patterns of historical racism
    - Identify and develop strategies for dismantling racism

Suggested Theories, Models, and Frameworks

- Critical Racism Pedagogy—A Conceptual Discussion Model (Byrd & Scott, 2010)
  - Take Action
    - Practice and implement strategies in the classroom and boardroom, transferring the most practical strategies to work settings

Suggested Theories, Models, and Frameworks

- Outcome

Diversity Education

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Organizational Action

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Organizational Change

Suggested Theories, Models, and Frameworks

Conceptual Model #2

- Social Justice Critical Reflection Model (SJCRM) (Ingram and Walters, 2007)
  - Highlights the need for social justice education and training in educational settings
  - Learning organizations share a history with ethnocentric multiculturalism
  - Undermine their chances for equal opportunities

Suggested Theories, Models, and Frameworks

- Acknowledge many missed opportunities and ongoing challenges associated with teaching:
  - Diversity
  - Social justice

Suggested Theories, Models, and Frameworks

- Implications for educators
- Racial, cultural, and ethnic identities are discriminated against and marginalized
  - Schools
  - Organizations
  - Society

Suggested Theories, Models, and Frameworks

Social Justice Critical Reflection Model:

A Conceptual Model

(Ingram & Walters, 2007)

- Utilizes social justice pedagogy and curricular materials to challenge destructive mindsets
- Widens the demographic divide by creating a disconnection between instruction and the learners' needs (Gay, 2000)

Suggested Theories, Models, and Frameworks

Theoretical Framework #3

- Giving Voice to Polyrhythmic Realities:
  - Vanessa Sheared (1999) examined how individuals learn about human differences and put into practice diverse ways of knowing
  - Focused on opportunity for African American adult learners to share life encounters where learning occurs
  - "Polyrhythmic realities in the learning environment" (Sheared, 1999, p. 40)

Suggested Theories, Models, and Frameworks

- The Polyrhythmic Realities Framework as diagnostic tool
- Example
  - Adult Basic Education (ABE) programs (p. 38)
  - Factors of African American participation
    - Authentic association with ABE teachers
    - Coursework
    - Peers
  - Significant factors related to achievement and value

Suggested Theories, Models, and Frameworks

- The Polyrhythmic Realities Framework
  - Highlights shared dimensions of diversity
    - Class, race, language, and gender
  - Guides culturally centered educational practices and policies
    - Employees develop confidence to voice issues of concern against racial prejudice, chauvinism, homophobia, and intolerance of diverse ways of knowing and being (p. 40).

Suggested Theoretical Frameworks and Conceptual Models

Conceptual Model # 4

- The Diverse Voices Conference model

- Developed in 1999 at Oakland University in Rochester, Michigan

- Aim: To create a safe environment for intergenerational dialogue on topics of diversity and inclusion and social inequities by engaging students, faculty, staff, business leaders, professionals, and community members in critical discussions on these current issues

Suggested Theories, Models, and Frameworks

- Outcomes of the Diverse Voices Conference model focuses on expanding all conference participants' and attendees' knowledge of:

1) Their own cultural, racial, and social identity and the divergent perspectives of others who are different from themselves

2) Theories and proven practices that support and value human diversity and address inequalities such as how to reduce prejudice, discrimination, and stereotyping

Suggested Theories, Models, and Frameworks

3) The effective strategies corporate and civic leaders are using, have used, or could use to enhance their organizations and communities by addressing human diversity issues as a critical success factor

The Diverse Voices Conference model also develops students' oral and presentation skills, as well as their professionalism by providing them an opportunity to network with other students, faculty, renowned speakers, business professionals, and community members.

Suggested Theories, Models, and Frameworks

Diverse Voices Conference format:

- Musical prelude
- Welcome and Introduction—Dr. Chaunda L. Scott—Founder and President—Diverse Voices Conference—Oakland University Rochester, Michigan
- Student speakers
- Faculty presenter
- Entertainment
- Respected local or national keynote speaker
- Present certificates to speakers
- Question and answer period
- Final remarks
- Collect survey evaluation data
- Reception

Suggested Theories, Models, and Frameworks

Theoretical Model # 5

- Model for Creating Diversity (MCD)
  - Allen and Montgomery (2001) crafted a model titled Creating Diversity.
  - Kurt Lewin (1951) focused on organizational development and its change process, which influenced Allen and Montgomery's model. Lewin's model focused on:

  *unfreezing—moving forward—refreezing organizational structures to improve them.

Suggested Theories, Models, and Frameworks

Four components of Allen and Montgomery's (2001) Model:

1. Unfreezing—top management's current commitment, vision, and mission toward diversity management in workplace settings.
2. Moving—developing new or revising existing diversity management initiatives, policies, practices, and goals in workplace settings.
3. Refreezing—newly developed workplace diversity management initiatives, policies, practices, and goals.
4. Competitive advantage = effective diversity management.

Suggested Theories, Models, and Frameworks

Theoretical Framework # 6

- The Multicultural Organization

- According to Cox (1993), a multicultural organization is one that seeks to assist all of its workers, regardless of their varying backgrounds, in reaching their personal and professional goals while contributing to the success of the organization.

Suggested Theories, Models, and Frameworks

The exclusive characteristics of multicultural organizations offered by Cox (1993, p. 229) are:

- A culture that fosters and values cultural differences
- Pluralism as an acculturation process
- Full structural integration
- Full integration of the informal networks
- An absence of institutionalized cultural bias in human resource management systems and practices
- A minimum of intergroup conflict due to the proactive management of diversity

Suggested Theories, Models, and Frameworks

The components needed to convert an organization into a multicultural organization and guide organizational change towards managing and valuing cultural diversity (Cox and Blake, 1991, p. 231):

- Leadership
- Research and measurement
- Education
- Changes in culture and management systems
- Follow-up

Suggested Theories, Models, and Frameworks

Theoretical Framework # 7

- Embedded Intergroup Relations Theory (EIRT) (Clayton Alderfer, 1987)

  – Analyzing current and emerging workforce diversity issues and concerns

  – Explains the effects of diversity in relation to one's group identity in organizational settings

Suggested Theories, Models, and Frameworks

– Sharing common biological traits, sharing historical background and experiences, and sharing similar worldviews (Nkomo & Cox, 1996)

- EIRT brings to light the common experiences of diverse groups within the workplace.

Suggested Theories, Models, and Frameworks

Experiences are more easily recognized and understood by individuals who belong to the same identity group. When these experiences are perceived as adverse, unjust, or unfair, individuals belonging to diverse groups in workplace settings are most likely to make meaning and find support from group membership.

Suggested Theories, Models, and Frameworks

Usefulness of the EIRT theory:

- Highlights the need for organizations of the 21st century to strengthen intergroup relations among all employees for the purpose of creating a more inclusive, supportive, and productive workplace.

Suggested Theories, Models, and Frameworks

Chapter Summary

1. Diverse groups receive unequal and differential treatment compared to other individuals with dissimilar characteristics.

2. Diverse groups are easily recognizable because of distinguishing physical and/or cultural characteristics that are not highly regarded by the dominant group.

Suggested Theories, Models, and Frameworks

Chapter Summary, continued

3. Diverse groups share a sense of community and common bond.

4. Group membership is assigned or socially constructed.

5. Group members generally tend to affiliate themselves with like individuals because of their social isolation.