

PART ONE		INTRODUCTION	
C H A P T E R		T w o	
Equal Opportunity And The Law		2	
Lecture Outline			

Strategic Overview

Equal Opportunity 1964 - 1991

- Title VII of the 1964 Civil Rights Act
- Executive Orders
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Vocational Rehabilitation Act of 1973
- Pregnancy Discrimination Act of 1978
- Federal Agency Guidelines
- Early Court Decisions Regarding EEO

Equal Employment Opportunity 1990-91 - Present

- The Civil Rights Act of 1991
- The Americans with Disabilities Act
- Genetic Information Nondiscrimination Act
- State and Local EEO Laws
- Sexual Harassment

Defenses Against Discrimination Allegations

- The Central Role of Adverse Impact
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- Business Necessity
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Illustrative Discriminatory Employment Practices

- A Note on What You Can and Cannot Do
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- Diversity's Potential Pros and Cons
- Managing Diversity
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- Developing a Multi-Cultural Consciousness
- EEO versus Affirmative Action
- Implementing the Affirmative Action Program
- Reverse Discrimination

In Brief: This chapter gives a history of equal opportunity legislation, outlines defenses against discrimination allegations, gives examples of discriminatory practices, describes the EEOC enforcement process, and suggests proactive programs.

Interesting Issues: Affirmative **aAction** programs have come under fire in recent years, even by some members of protected groups. A very critical issue is whether **aAffirmative aAction** represents "a leg up" assistance for those who have been historically discriminated against, or if it becomes a "crutch" that hinders their motivation and ability to compete and perform. While this is a delicate and potentially volatile issue, helping students **recognize** and understand both sides of the argument will help them understand the depth of these issues.

LEARNING OUTCOMES

1. Explain the importance of and list the basic features of Title VII of the 1964 Civil Rights Act and at least five other equal employment laws.
2. Explain how to avoid and deal with accusations of sexual harassment at work.
3. Define *adverse impact* and explain how it is proved.
4. Explain and illustrate two defenses you can use in the event of discriminatory practice allegations.
5. Cite specific discriminatory personnel management practices in recruitment, selection, promotion, transfer, layoffs, and benefits.
6. List the steps in the EEOC enforcement process.
7. Discuss why diversity management is important and how to institutionalize a diversity management program.

I. Equal Opportunity 1964-1991

The Fifth Amendment (ratified in 1791) states, "no person shall be deprived of life, liberty, or property, without due process of the law." The Thirteenth Amendment (ratified in 1868) outlawed slavery, and courts have held that it bars racial discrimination.

A. Title VII of the 1964 Civil Rights Act

1. Background

- a. The act says it is unlawful to fail or refuse to hire or to discharge an individual or otherwise to discriminate against any individual with respect to his/her compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin.
- b. The act says it is unlawful to limit, segregate, or classify his/her employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his/her status as an employee, because of such individual's race, color, religion, sex, or national origin.
2. Who does Title VII Cover? It covers: a) all public or private employers of 15 or more persons; b) all private and public educational institutions; c) federal, state, and local governments; d) public and private employment agencies; e) labor unions with 15 or more members; and f) joint labor-management committees.
3. The EEOC (Equal Employment Opportunity Commission) was established by Title VII. It consists of five members (serving five-year terms), appointed by the president with the advice and consent of the Senate. The EEOC investigates job discrimination complaints, and may file charges in court.

B. Executive Orders by various presidents have expanded the effect of equal employment laws in federal agencies. Johnson's administration (1963-1969) issued Executive Orders 11246 and 11375, which require se contractors to take affirmative action (steps taken for the purpose of eliminating the present effects of past discrimination) to ensure equal employment opportunity.

C. ~~Equal~~ The Equal Pay Act of 1963 (amended in 1972) made it unlawful to discriminate in pay on the basis of sex when jobs involve equal work, equivalent skills, effort and responsibility, and are performed under similar working conditions.

D. The Age Discrimination in Employment Act (ADEA) of 1967 made it unlawful to discriminate against employees or applicants for employment who are between 40 and 65 years of age.

- E. The Vocational Rehabilitation Act of 1973 requires~~d~~ employers with federal contracts over \$2500 to take affirmative action for the employment of handicapped persons.
- F. The Pregnancy Discrimination Act (PDA) of 1978, an amendment to Title VII of the Civil Rights Act, prohibits sex discrimination based on "pregnancy, childbirth, or related medical conditions."
- G. Federal Agency Guidelines are uniform guidelines issued by federal agencies charged with ensuring compliance with equal employment federal legislation. The guidelines ~~—explaining—~~highly explain "highly recommended" employer procedures regarding matters like employee selection, record keeping, pre-employment inquiries, and affirmative action programs.

I. Early Court Decisions Regarding Equal Employment Opportunity

- 1. *Griggs v. Duke Power Company* ~~—was a~~ case heard by the Supreme Court in which the plaintiff argued that his employer's requirement that coal handlers be high school graduates was unfairly discriminatory. In finding for the plaintiff, the Court ruled that discrimination need not be overt to be illegal, that employment practices must be related to job performance, and that the burden of proof is on the employer to show that hiring standards are job related if they have it has an unequal impact on members of a protected class.
- 2. *Albemarle Paper Company v. Moody* was ~~—a~~ Supreme Court case in which it was ruled that the validity of job tests must be documented, and that employee performance standards must be unambiguous.

➤	NOTES	Educational Materials to Use
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II. Equal Employment Opportunity 1990-91 - Present

- A. The Civil Rights Act (CRA) of 1991 places burden of proof back on employers and permits compensatory and punitive damages.
 - 1. Burden of Proof was shifted back to where it was prior to the 1980s with the passage of CRA 1991. I; ~~thus,~~ the burden is once again on employers to show that the practice (such as a test) is required as a business necessity. For example, if a rejected applicant demonstrates that an employment practice has a disparate (or "adverse") impact on a particular group, the employer has the burden of proving that the challenged practice is job related for the position in question.
 - 2. Money Damages – Section 102 of CRA 1991 provides that an employee who is claiming intentional discrimination (disparate treatment) can ask for 1) compensatory damages and 2) punitive damages, if it can be shown the employer engaged in discrimination

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"with malice or reckless indifference to the federally protected rights of an aggrieved individual."

3. Mixed Motives – CRA 1991 states: "An unlawful employment practice is established when the complaining party demonstrates that race, color, religion, sex, or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice." Employers cannot avoid liability by proving they would have taken the same action – such as terminating someone – even without the discriminatory motive. Plaintiffs in such so-called "mixed motive" cases recently gained an advantage from a U.S. Supreme Court decision in *Desert Palace Inc. vs. Costa*, where the court decided that the plaintiff did not have to provide evidence of explicitly discriminatory conduct, but could provide circumstantial evidence.
- B. The American with Disabilities Act requires employers to make reasonable accommodations for disabled employees, and it prohibits discrimination against disabled persons. AIDS – The EEOC's position is that the ADA prohibits discriminating against people with HIV/AIDS.
 1. Mental Impairments and the ADA – Mental disabilities now account for the greatest number of claims brought under the ADA. "Mental impairment includes any mental or psychological disorder, such as emotional or mental illness."
 2. "Qualified Individual – The ADA prohibits discrimination against those who, with or without a reasonable accommodation, can carry out the essential functions of the job.
 3. Reasonable Accommodation – If the individual cannot perform the job as currently structured, the employer is required to make a "reasonable accommodation," unless doing so would present an "undue hardship."
 4. Traditional Employer Defenses – ADA complaints are flooding the EEOC and the courts. However, 96% of federal court decisions in a recent year were for the employer.
 5. The "New" ADA – In 2008 amendments were made to the ADA. These changes will make it easier for employees to show their disabilities are limiting.
- C. Genetic Information Nondiscrimination Act of 2008 (GINA) – The law prohibits —discrimination by health insurers and employers based on people's genetic information. Specifically, it prohibits the intentional acquisition of genetic information about applicants and employees, and imposes strict confidentiality requirements.
- D. State and Local Equal Employment Opportunity Laws – Typically, such laws further restrict employers' treatment of job applicants and employees, especially those not covered by federal legislation. State and local equal employment opportunities agencies play a role in the equal employment compliance process.

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E. Sexual Harassment

1. What is Sexual Harassment? - It is hHarassment on the basis of sex that has the purpose or effect of substantially interfering with a person's work performance or creating an intimidating, hostile, or offensive work environment is sexual harassment. It includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that takes place under any of the following conditions:
 - a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
 - b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the such individual.
 - c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.
2. Proving Sexual Harassment: There are 3 main ways an employee can prove sexual harassment:
 - a. Quid Pro Quo - proves that rejecting a supervisor's advances adversely affected tangible benefits, like raises or promotions.
 - b. Hostile Environment Created by Supervisors - shows that even though there were no direct threats or promises in exchange for sexual advances, advances interfered with performance and created an offensive work environment.
 - c. Hostile Environment Created by Coworkers or Non-employees - An employer is liable for the sexually harassing acts of its employees and in some cases, customers, if the employer knew or should have known of the harassing conduct.
3. When is the Environment "Hostile"? - If intimidation, insults, or ridicule are involved to a degree that alters the work environment.
3. Supreme Court Decisions
 - a. A tangible job action is not necessary in a quid pro quo case.
 - b. Employer must show that it took "reasonable care" to prevent and promptly correct any sexually harassing behavior.
 - c. Employees must take advantage of any preventative or corrective opportunities provided by the employer.
5. Implications - There are two major implications of the Court's written decisions. These are discussed.
6. When the Law Isn't Enough - Two considerations often trump legal requirements: 1) harassers sometimes don't realize that their behavior is offending others and 2) the usual precautions are not always enough if employees don't use them.

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7. What the Employee Can Do

- a. File a verbal contemporaneous ~~complaint~~^{compliant} or protest with the harasser and the harasser's boss stating that the unwanted overtures should cease because the conduct is unwelcome.
- b. If the unwelcome conduct does not cease, file a report regarding the unwelcome conduct and unsuccessful efforts to get it to stop with the harasser's manager and/or ~~to~~ the human resource director.
- c. If the letters and appeals to the employer do not suffice, the accuser should turn to the local office of the EEOC to file the necessary claim.

III. Defenses Against Discrimination Allegations

- A. The Central Role of Adverse Impact – Employers may not institute an employment practice that causes a disparate impact on a particular class of people unless they can show that the practice is job related and necessary.

1. How can Someone Show Adverse Impact? There are four basic approaches discussed.
2. Disparate Rejection Rates - The Four Fifths Rule states that “a selection rate for any racial, ethnic, or sex group which is less than 4/5ths or 80% of the rate for the group with the highest rate will generally be regarded as evidence of adverse impact, while a greater than 4/5ths rate will generally not be regarded as evidence of adverse impact. These disparate rejection rates can be demonstrated when there is a discrepancy between rates of rejection of members of a protected group and of others.
3. The sStandard dDeviation Rule ~~—H~~helps to describe how wide a range there is between the number of minority candidates one would have expected to hire and the number actually hired.
4. Restricted pPolicy is an approach that means demonstrating that the employer's policy intentionally or unintentionally excluded members of a protected group.
5. Population cComparisons is an approach that compares 1) the percentage of the protected group and white workers in the organization with 2) the percentage of the corresponding groups in the labor market, where the labor market is usually defined as the U.S. Census data for the Standard Metropolitan Statistical Area.
6. *McDonnell-Douglas* Test - When an applicant is qualified but rejected, and the employer continues seeking applicants, the Court has determined that a *prima facie* case of disparate treatment has been established under these conditions: the person belongs to a protected class; the person applied and was qualified for the job for which the employer was seeking applicants; despite the qualification, the person was rejected; and that after rejection, the position remained open and the employer continued to seek applications from persons with the individual complainant's qualifications.

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B. Bona Fide Occupational Qualification (BFOQ) — is a defense used to justify an employment practice that may have an adverse impact on members of a protected class. It is a requirement that an employee be of a certain religion, sex, or national origin where that is reasonably necessary to the organization's normal operation. This is ~~ever more~~ narrowly interpreted by courts.

1. Age as a BFOQ — ADEA does permit disparate treatment in those instances when age is a BFOQ. There is a narrowing of exceptions for BFOQ. FOA (factors other than age) is a defense the employer can use which argues that its actions were "reasonable" based on some factor other than age.

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2. Religion as a BFOQ — is justified in the case of religious organizations or societies that require employees to share their particular religion.

3. Gender as a BFOQ is allowed for positions requiring specific physical characteristics necessarily possessed by one sex.

4. National Origin as a BFOQ — A person's national origin may be a BFOQ.

D. Business ~~n~~Necessity — is a defense created by the courts ~~that, which~~ requires an employer to show an overriding business purpose for the discriminatory practice and that the practice is therefore acceptable.

E. Other Considerations in Discriminatory Practice Defenses: 1) good intentions are no excuse; 2) employers cannot count on hiding behind collective bargaining agreements, and 3) employers can react to a charge by agreeing to eliminate the illegal practice and (when required) by compensating the individuals discriminated against.

➤ NOTES Educational Materials to Use

IV. Illustrative Discriminatory Employment Practices

A. A Note on What You Can and Cannot Do — ~~P~~preemployment questions are not inherently legal or illegal. Rather, the impact of the questions is what courts assess in making determinations about discriminatory practices. "Problem questions" are those which screen out members of a protected group. The EEOC approves the use of "testers" posing as applicants to test a firm's procedures. Care should be taken in devising employment practices and in training recruiters.

B. Recruitment - If the workforce is not truly diverse, relying on word of mouth to spread information about job openings can reduce the likelihood of all protected groups having equal access to job openings. It is unlawful to give false or misleading job information. Help wanted ads should be screened for potential age and gender bias.

- C. Selection Standards - Educational requirements and tests that are not job related, or which result in adverse impact, can be ~~found to be~~ illegal. Showing preference to relatives may also contribute to a lack of racial diversity. Height, weight, and physical characteristics should be job related. Felony conviction information can be sought, but arrest records negate the presumption of "innocent until proven guilty" and may result in adverse impact against groups with a high incidence of arrests. Application forms should not contain questions which may allow potentially discriminatory information to be gathered. Discharge due to garnishment may result in adverse impact to minority groups.
- D. Sample Discriminatory Promotion, Transfer, and Layoff Practices – Fair employment laws protect not just job applicants but also current employees. Employees have filed suits against employers' dress, hair, ~~uniform~~, and appearance codes under Title VII, claiming sex discrimination and sometimes racial discrimination. In some cases, the courts have agreed.
- D. What the Supervisor Should Keep in Mind – ~~Learn Understand~~ the questions you can and cannot ask when interviewing applicants, ~~and~~ know what constitutes sexual harassment, and ~~understand~~ how equal opportunity laws ~~affects~~ all ~~your~~ human resources decisions, including those relating to appraisal, compensation, promotions, disciplinary procedures, and employee dismissals.

V. The EEOC Enforcement Process

- A. Processing a Charge – All managers should have a working knowledge of the steps in the EEOC claim process.
 - 1. File Charge – Under CRA 1991, the charge generally must be timely filed in writing and under oath by (or on behalf of) the person claiming to be aggrieved, or by a member of the EEOC who has reasonable cause to believe that a violation occurred.
 - 2. Charge Acceptance - The EEOC can either accept the charge or refer it to the state or local agency.
 - 4. Serve ~~N~~otice - After the charge has been filed, the EEOC has 10 days to serve notice on the employer.
 - 5. Investigation/Fact Finding Conference - The EEOC then has 120 days to investigate the charge to determine whether there is reasonable cause to believe it is true. An informal fact finding conference is held early in the investigation to see if negotiation is possible. The emphasis is on settlement.
 - 5. Cause/No Cause - If charges are dismissed, ~~the~~ EEOC must issue the charging party a Notice of Right to Sue. The person has 90 days to file suit on his/her own behalf. If ~~the~~ EEOC finds reasonable cause for the charge, it must attempt conciliation.
 - 6. Conciliation - Under Title VII, the EEOC has 30 days to work out a conciliation agreement between the parties before bringing suit. The

conciliation agreement is signed by all parties and submitted for EEOC approval

7. Notice to Sue - If the EEOC is unable to obtain an acceptable conciliation agreement, it may sue the employer in federal district court or issue a Notice of Right to Sue to the person who filed the charge.
- B. Voluntary Mediation - A neutral third party may aid the parties in reaching voluntary resolution. The EEOC will ask the employer to participate if the claimant agrees to mediation. Employer options include mediating the charge, making a settlement offer, or preparing a position statement for the EEOC.
- C. Mandatory Arbitration of Discrimination Claims - As many courts come to view compulsory arbitration as an acceptable alternative to litigation, the following are suggestions to employers:
 - a. Review all employment discrimination suits filed to determine whether they involve an employee subject to any type of arbitration agreement. Decide whether ~~to move~~ to compel arbitration of the claim.
 - b. Consider inserting a mandatory arbitration clause in the employment application or employee handbook.
 - c. To protect against appeal, institute steps to protect against arbitrator bias; allow the arbitrator to afford a claimant broad relief, and allow for a reasonable amount of fact-finding.

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VI. Diversity Management and Affirmative Action Programs

- A. Diversity's Potential Pros and Cons – Potential problems include stereotyping, discrimination, tokenism, and ethnocentrism. Benefits include increased employee commitment and satisfaction.
- B. Managing Diversity —means taking steps to maximize diversity's potential advantages while minimizing the potential barriers, such as prejudices and bias that can undermine the functioning of a diverse workforce. One diversity expert concluded that five sets of voluntary organizational activities are at the heart of any diversity management program: 1) provide strong leadership; 2) assess the situation; 3) provide diversity training and education; 4) change culture and management systems; 5) evaluate the diversity management program.
- C. Encouraging Inclusiveness – Overcoming barriers to inclusion is essential for managing diversity.
- D. Developing a Multi-Cultural Consciousness – Developing a diversity consciousness includes: 1) educating yourself, 2) going into a learning

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mode in any multicultural setting, 3) moving set-outside your comfort zone, 4) not being don't be too hard on yourself when misunderstandings occur, and 5) realizing thate you are not alone.

- C. Equal Employment Opportunity Versus Affirmative Action – Equal employment opportunity aims to ensure that anyone, regardless of race, color, sex, religion, national origin, or age, has an equal chance for a job based on his/her qualifications. Affirmative action goes beyond equal employment opportunity by requiring the employer to make an extra effort to recruit, hire, promote, and compensate those in protected groups to eliminate the present effects of past discrimination.
- D. Implementing the Affirmative Action Program – Executive Order 11246 requires that a numerical analysis of the workforce be conducted, and that barriers to equal employment be eliminated through a good faith effort strategy. It is vital that current employees see this program as fair. This is accomplished through good communication, program justification, and transparent selection procedures. These are the steps in an affirmative action program:
1. Issue a written equal employment policy.
 2. Appoint a top official with responsibility and authority to direct and implement the program.
 3. Publicize the equal employment policy and affirmative action commitment.
 4. Survey present minority and female employment by department and job classification to determine locations where affirmative action programs are especially desirable.
 5. Carefully analyze employer HR practices to identify and eliminate hidden barriers.
 6. Develop and implement specific programs to achieve these goals (the heart of the plan) and improve utilization of females and minorities.
 7. Use focused recruitment to find qualified applicants from the target group(s).
 8. Establish an internal audit and reporting system.
 9. Develop support for the program both internally and externally.
- E. Reverse Discrimination – The courts have been grappling with the use of quotas in hiring, and particularly with claims by white males of reverse discrimination. Many cases addressed these issues, but no consistent answer has emerged.

➤	NOTES	Educational Materials to Use
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DISCUSSION QUESTIONS

1. Explain the main features of Title VII, Equal Pay Act, Pregnancy Discrimination Act, Americans with Disabilities Act, and Civil Rights Act of 1991. An explanation of these EEO laws can be found in Table 2-1. (LO 2.1; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

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2. **What important precedents were set by the *Griggs v. Duke Power Company* case? The *Albamarle Paper Co. v. Moody*?** ~~For the *Griggs v. Duke Power Company* case, the case~~ was heard by the Supreme Court. ~~in which~~ The plaintiff argued that his employer's requirement that coal handlers be high school graduates was unfairly discriminatory. In finding for the plaintiff, the Court ruled that discrimination need not be overt to be illegal, that employment practices must be related to job performance, and that the burden of proof is on the employer to show that hiring standards are job related. ~~In~~ *For the Albamarle Paper Co. v. Moody*, the Supreme Court ruled that the validity of job tests must be documented and that employee performance standards must be unambiguous. (LO 2.1; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
3. **What is adverse impact? How can it be proved?** ~~Adverse impact is~~ The overall impact of employer practices that result in significantly higher percentages of members of minorities and other protected groups being rejected for employment, placement, or promotion. The complainant need only establish a *prima facie* case: showing that the employer's selection procedures did have an adverse impact on a protected minority group. This is done by one of four basic approaches: disparate rejection rates; the restricted policy approach; population comparisons; ~~and~~ the *McDonnell-Douglas* Test. (LO 2.3; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
4. **What is sexual harassment? How can an employee prove sexual harassment?** Sexual harassment is harassment on the basis of sex that has the purpose or effect of substantially interfering with a person's work performance or creating an intimidating, hostile, or offensive work environment. An employee can prove sexual harassment in three main ways: 1) quid pro quo – prove that rejecting a supervisor's advances adversely affected tangible benefits; 2) hostile environment created by supervisors; and 3) hostile environment created by co-workers or nonemployees. (LO 2.2; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
5. **What are the two main defenses you can use in the event of a discriminatory practice allegation, and what exactly do they involve?** The two main defenses you can use in the event of a discriminatory practice allegation are bona fide occupational qualification (BFOQ) and business necessity. BFOQ is a requirement that an employee be of a certain religion, sex, or national origin where that is reasonably necessary to the organization's normal operation. Business necessity is a justification for an otherwise discriminatory employment practice, provided there is an overriding legitimate business purpose. (LO 2.4; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
6. **What is the difference between disparate treatment and disparate impact?** The main difference is one of intent. Disparate treatment means that there was an intent to treat different groups differently. Disparate impact does not require intent, but merely to show that an action has a greater adverse effect on one group than another. (LO 2.3; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

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INDIVIDUAL AND GROUP ACTIVITIES

1. **Working individually or in groups, respond to these three scenarios based on what you learned in Chapter 2. Under what conditions (if any) do you think the following constitute sexual harassment?(a) A female manager fires a male employee because he refuses her request for sexual favors. (b) a male manager refers to female employees**

as “sweetie” or “baby.” (c) **Two male employees are overheard by a third female employee exchanging sexually oriented jokes.** In answering the questions, the students should keep in mind the three main ways sexual harassment can be proved, as well as the steps the employee should take in alerting management. (LO 2.2; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

2. **Working individually or in groups, discuss how you would set up an affirmative action program.** It is important that students reach a decision of whether to use the good faith effort strategy or the quota strategy. Most experts would suggest the good faith effort strategy is the most legally acceptable approach. The following list of six actions should be demonstrated in the student plans: increasing the minority or female applicant flow; demonstrating top management support for the equal opportunity policy; demonstrating the equal opportunity commitment to the local community; keeping employees informed about the specifics of the affirmative action program; broadening the work skills of incumbent employees; and institutionalizing the equal employment policy to encourage supervisors' support of it. (LO 2.7; AACSB: Multicultural and diversity understanding; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
3. **Compare and contrast the issues presented in *Bakke* with more recent court rulings on affirmative action. Working individually or in groups, discuss the current direction of affirmative action.** The basic questions addressed in *Bakke* focused on when preferential treatment becomes discrimination and under what circumstances discrimination will be temporarily permitted. Neither question was fully answered. Subsequent cases have continued to address these issues and clarify more specifically the scope and intent of affirmative action. For example, in the *Paradise* case, the court ruled that the courts can impose racial quotas to address the most serious cases of racial discrimination. In *Johnson*, the court ruled that the public and private employers may voluntarily adopt hiring and promotion goals to benefit minorities and women. The *Johnson* ruling may limit claims of reverse discrimination by white males. (LO 2.1; AACSB: Reflective Thinking Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
4. **Working individually or in groups, write a paper entitled “What the manager should know about how the EEOC handles a person’s discrimination charge.”** The students should include the following information in their paper. The EEOC can either accept the charge or refer it to the state or local agency. After it has been filed, the EEOC has 10 days to serve notice on the employer, and then investigate the charge to determine whether there is reasonable cause to believe it is true within 120 days. If charges are dismissed, the EEOC must issue the charging party a Notice of Right to Sue. The person has 90 days to file suit on his/her own behalf. If the EEOC finds reasonable cause for the charge, it must attempt a conciliation. If conciliation is not satisfactory, the EEOC can bring a civil suit in federal district court, or issue a Notice of Right to Sue to the person who filed the charge. Under Title VII, the EEOC has 30 days to work out a conciliation agreement between the parties before bringing suit. If the EEOC is unable to obtain an acceptable conciliation agreement, it may sue the employer in federal district court. (LO 2.6; AACSB: Communication Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)
5. **Explain the difference between affirmative action and equal employment opportunity?** Equal employment opportunity aims to ensure that anyone, regardless of race, color, sex, religion, national origin, or age has an equal chance for a job based on his or her qualifications. Affirmative action requires the employer to make an extra effort to hire and promote those in protected groups and includes specific actions designed to eliminate the present effects of past discrimination. (LO 2.7; AACSB: Multicultural and diversity understanding; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

6. Assume you are the manager in a small restaurant; you are responsible for hiring employees, supervising them, and recommending them for promotion. Working individually or in groups, compile a list of potentially discriminatory management practices you should avoid. (LO 2.5; AACSB: Multicultural and diversity thinking; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

Acceptable answers include the following:

Ensure that recruitment practices are non-discriminatory, ~~and avoid avoiding~~ word-of-mouth dissemination of information about job opportunities when the workforce is substantially white, or all members of some other class. Avoid giving false or misleading information to members of any group or ~~failing to fail or refuse~~ to advise them of work opportunities. Avoid advertising classifications that specify gender or age unless it is a bona fide occupational qualification for the job.

Avoid asking pre-employment questions about an applicant's race, color, religion, sex, or national origin.

Do not deny a job to a disabled individual if the person is qualified and able to perform the essential functions of the job. Make reasonable accommodations for candidates that are otherwise qualified but unable to perform an essential function unless doing so would result in a hardship.

Apply tests and performance standards uniformly to all employees and job candidates. Avoid tests if they disproportionately screen out minorities or women and are not job related.

Do not give preference to relatives of current employees if your current employees are substantially non-minority.

Do not establish requirements for physical characteristics unless you can show they are job related.

Do not make pre-employment inquiries about a person's disability, but do ask questions about the person's ability to perform specific essential job functions.

Review job application forms, interview procedures, and job descriptions for illegal questions and statements. Check for questions about health, disabilities, medical histories, or previous workers' compensation claims.

Do not ask applicants whether they have ever been arrested or spent time in jail. However, you can ask about conviction records.

7. The HRCI "Test Specifications" appendix lists the knowledge someone studying for the HRI certification exam needs to know in each area of human resource management. In groups of 4-5 students, do four things; (1) review that appendix now; (2) identify the material in this chapter that relates to the required knowledge the appendix lists; (3) write four multiple choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam; and (4) if time permits, have someone from your team post your team's questions in front of the class, so the students in other teams can take each other's exam questions. (LO 2.1-2.7; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

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EXPERIENTIAL EXERCISES & CASES

Experiential Exercise: "Space Cadet" or Victim?

1. Divide the class into groups of three to five students.
2. Each group should develop answers to the following questions:
 - a. Based on what you read in this chapter, on what legal basis could the 61-year-old California attorney claim he was a victim of discrimination?

Clearly, age discrimination is one of the claims. The ADEA made it unlawful to discriminate against employees who are over 40. Disability discrimination is another potential claim if the claimant relates substandard performance to a disability. (LO 2.5; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

- b. On what laws and legal concepts did the employer apparently base its termination of this 61-year-old attorney?

Under the legal concept of *management rights*, employers have the right to hire, promote, assign, discipline, and discharge employees. Under management rights is the concept of "at-will employment", a common law rule used by employers to assert their right to end an employment relationship with an employee at any time for any cause. The employer in this case has based its termination on job performance, with documentation of complaints from association members about his advice, subsequent complaints over a two year period from association members, and he was fired for mistreating members and providing inadequate legal advice. (LO 2.1; AACSB: Reflective Thinking Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

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- c. Based on what laws or legal concepts could you take the position that it is legal to fire someone for poor performance even though there may be a discriminatory aspect to the termination (which is not say that there necessarily was such a discriminatory aspect with this case.)

A person who feels he was discriminated against must prove either that he was subjected to unlawful disparate treatment (intentional discrimination) or that the procedure in question has a disparate impact (unintentional discrimination) upon members of his protected class (in this case, age). The employer here has provided evidence that its decision to terminate was based on legitimate nondiscriminatory reasons (documented job performance issues) which have nothing to do with the prohibited discrimination alleged. This is a basic defense that is accepted by the courts, and in fact, was accepted in this case. (LO 2.5; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

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- d. If you were the judge called on to make a decision on this case, what would your decision be, and why?

Most students will probably come to the same conclusion as the judge in this case, which is that the Association fired the 61 year old lawyer because of performance. (LO 2.5; AACSB: Ethical Understanding and Reasoning Abilities; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

Application Case: A Case of Racial Discrimination? (All questions in this case: LO 2.2; AACSB: Analytic Skills & Ethical Understanding and Reasoning Abilities; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

1. **Do you think Ms. Browne Sanders had the basis for a sexual harassment suit? Why?** It does appear that ~~Ms.~~ Ms. Browne Sanders had the basis for a sexual harassment suit. The timing of her termination should raise serious concerns because is quite suspect. ~~Given that Madison Square Garden terminated her employment only one month after she complained to top management about the harassment, it should raise serious concerns.~~ Also, the reason for her termination that she had “failed to fulfill professional responsibilities” seems vague and generalized. The Garden also did not present credible witnesses to corroborate the reason for ~~their~~ decision.
2. **From what you know of this case, do you think the jury arrived at the correct decision? If not, why not?** The jury did arrive at the appropriate decision given the facts that were presented in this case. The Garden had a responsibility to demonstrate concrete reasons for their termination decision. It does not appear that any specific reasons were shared with the jury.
3. **Based on the few facts provided, that you have, what steps could Garden management have taken to protect the organization itself from liability in this matter?** A number of steps could be taken. First, the Garden should have conducted a thorough investigation and documented the results in a written report. Second, the Garden supplied a very generalized response for the termination. Before terminating an employee for performance, an organization should demonstrate that a number of actions were taken to coach and counsel the employee before termination. Finally, the Garden should have a policy/program in place to show how claims of sexual harassment are addressed ~~de~~ including a clause that prohibits any ~~d~~ type of retaliation.
4. **Aside from the appeal, what would you do now if you were the Garden’s top management?** Student answers will vary but look for answers that incorporate concepts from the chapter and take into account the seriousness of addressing this issue in the future.
5. **“The allegations against Madison Square Garden in this case raise ethical questions with regard to employer’s actions.” Do Explain whether you agree or disagree with this statement? —and—wWhy?.** Opinions will vary but make sure students ~~are understanding~~ understand the bigger issues ~~surrounding this.~~

Continuing Case: Carter Cleaning Company

Questions

1. **Is it true, as Jack Carter claims, that “we can’t be accused of being discriminatory because we hire mostly women and minorities anyway”?** (LO 2.5; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

This is not true at all. Employers can be accused of discriminatory practices at any time. In this case, female applicants were being asked questions about childcare that males were not being asked; minority applicants were being asked questions about arrest records and credit histories that non-minorities were not. In addition, the reports of sexual advances towards women by a store manager and an older employee’s complaint that he is being paid less than younger other employees who are younger for performing the same job all raise serious issues in terms of discriminatory employment practices. Potential charges include ~~violation of~~ Title VII violations, ~~the~~ Equal Pay Act violations, age discrimination, sexual harassment, and disparate treatment,

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2. **How should Jennifer and her company address the sexual harassment charges and problems?** (LO 2.2; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

The first step would be to document the complaint and initiate an investigation, ~~and if~~ the ~~finding of the investigation~~ finds is that sexual harassment ~~did, in fact, occur~~ red, then take the appropriate corrective action which could include discipline up to and including discharge. In addition, the company should develop a strong policy statement and conduct training with all managers.

3. **How should she and her company address the possible problems of age discrimination?** (LO 2.1; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

The company should review the compensation structure and pay rates to determine whether there is discrimination in their pay system with regard to older workers being paid less than younger workers for performing the same work. If there are significant differences, then adjustments should be made to the pay system in order to rectify the problem.

4. **Given the fact that each of its stores has only a handful of employees, is her company in fact covered by equal rights legislation?** (LO 2.1; AACSB: Reflective Thinking Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

Yes – the EEOC enforces equal employment compliance against all but the very smallest of employers. All employees including part-time and temporary ~~workers, workers~~ are counted for purposes of determining whether an employer has a sufficient number of employees. State and local laws prohibit discrimination in most cases where federal legislation does not apply.

5. **And finally, aside from the specific problems, what other personnel management matters (application forms, training, and so on) have to be reviewed given the need to bring them into compliance with equal rights laws?** (LO 2.5; AACSB: Analytic Skills; Learning Outcome: Summarize the nature and effects of equal employment opportunity laws)

The company should do several things:

1. Develop an employee handbook which contains policy statements about equal employment opportunity, sexual harassment, ~~and other issues, etc.~~
2. Develop an employment application which is free from discriminatory questions, as well as a standard interview guide ~~to which will~~ ensure consistency of “legal” questions from candidate to candidate.
3. Conduct supervisory/management training to ensure that all managers are educated and aware of their responsibilities under EEO laws and regulations.
4. Develop and implement a complaint procedure and establish a management response system that includes an immediate reaction and investigation by senior management.

KEY TERMS

Title VII of the 1964

The section of the act that says an employer cannot discriminate
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Civil Rights Act	on the basis of race, religion, sex, or national origin with respect to employment.
EEOC	The commission, created by Title VII, is empowered to investigate job discrimination complaints and sue on behalf of complainants.
affirmative action	Steps that are taken for the purpose of eliminating the present effects of past discrimination.
OFCCP	This office is responsible for implementing the executive orders and ensuring compliance of federal contractors.
Equal Pay Act of 1963	The act requiring equal pay for equal work, regardless of sex.
Age Discrimination in Employment Act of 1967	The act prohibiting arbitrary age discrimination and specifically protecting individuals over 40 years old.
Voc. Rehab. Act of 1973	The act requiring certain federal contractors to take affirmative action for disabled persons.
Pregnancy Discrimination Act (PDA)	An amendment to Title VII of the Civil Rights Act that prohibits sex discrimination based on "pregnancy, childbirth, or related medical conditions."
uniform guidelines	Guidelines issued by federal agencies charged with ensuring compliance with federal equal employment legislation explaining recommended employer procedures in detail.
protected class	Persons, such as minorities and women, <u>who are</u> protected by equal opportunity laws, including Title VII.
Civil Rights Act of 1991 (CRA 1991)	This act places the burden of proof back on employers and permits compensatory and punitive damages.
mixed motive case	A discrimination allegation case in which the employer argues that the employment action taken was motivated by a non-discriminatory reason.
Americans with Disabilities Act (ADA)	The act requiring employers to make reasonable accommodation for disabled employees. It prohibits discrimination against disabled persons.
qualified individuals	Under the ADA, those who can carry out the essential functions of the job.
sexual harassment	Harassment on the basis of sex that has the purpose or effect of substantially interfering with a person's work performance or creating an intimidating, hostile, or offensive work environment.
Federal Violence Against Women Act of 1994	Provides that a person who commits a crime of violence motivated by gender shall be liable to the party injured.
adverse impact	The overall impact of employer practices that result in significantly higher percentages of members of minorities and

	other protected groups being rejected for employment, placement, or promotion.
disparate rejection rates	A One test for adverse impact in which it can be demonstrated that there is a discrepancy between rates of rejection of members of a protected group and of others.
4/5ths rule	States that "a selection rate for any racial, ethnic or sex group which is less than four fifths or 80% of the rate for the group with the highest rate will generally be regarded as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded as evidence of adverse impact."
restricted policy	Another test for adverse impact, involving demonstration that an employer's hiring practices exclude a protected group, whether intentionally or not.
BFOQ	Bona Fide Occupational Qualification. Allows requirements that an employee be of a certain religion, sex, or national origin where that is reasonably necessary to the organization's normal operation. Specified by the 1964 Civil Rights Act.
alternative dispute resolution program	Grievance procedure that provides for binding arbitration as the last step.
diversity	The variety or multiplicity of demographic features that characterize a company's workforce, particularly in terms of race, sex, culture, national origin, handicap, age, and religion.
discrimination	Taking specific actions toward or against the person based on the person's group
gender-role stereotypes	The tendency to associate women with certain (frequently nonmanagerial) jobs.
managing diversity	Means maximizing diversity's potential benefits (greater cultural awareness, and broader language skills, for instance) while minimizing the potential barriers (such as prejudices and bias) that can undermine the company's performance.
good faith effort strategy	One of two basic affirmative action plan strategies. This emphasizes identifying and eliminating the obstacles to hiring and promoting women and minorities on the assumption that eliminating these obstacles will result in increased utilization of women and minorities.
reverse discrimination	The C claim that, due to affirmative action quota systems, white males are discriminated against

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