

**Solutions Manual for Organizational Behavior 4th Edition Hitt  
Miller Colella 1118809068 9781118809068**

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## CHAPTER 2

### ORGANIZATIONAL DIVERSITY

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#### EXPLORING BEHAVIOR IN ACTION

#### Diversity in the Los Angeles Fire Department

#### Suggested Discussion Questions

1. How does Melissa Kelley stand for all “different” persons who have tried, failed, and sometimes succeeded in becoming a member of an organization wherein most have been “most alike”?
2. One might expect the argument that fire fighting is “men’s work” was being made silently by the ways Kelley was treated. Yet, now we have thousands of women U.S. soldiers in the Middle East fighting alongside men. Are they experiencing the same? When they return, are they likely to allow “it’s men’s work” to win the day?
3. LA Fire Department Chiefs were fired; yet Kelley’s and Mathis’ treatment came from the men right there next to them—persons upon whom they had to trust their lives in a fire fight. Is the absence of mention in these accounts of discrimination an indication that such local behaviors go unpunished?
4. Not only did 80 percent of the LAFD women report experiencing acts of discrimination, but also 87 percent of the African Americans did with Latino members not far behind. Is this not a firefight of a different kind—a tragic story of white, Anglo males fighting to keep their power over who gets to share the jobs?
5. Could there be a more compelling vision than to “preserve life...” for those who are being the LAFD each day? Yet, the desire to exclude unlike persons can even override this central reason for the organization to exist at all. This is what managers must face and counteract. What should they do?
6. Culture tells members in unspoken ways what behaviors are allowed and what are not. It states that the new fire chief expects to start a positive culture. Among the behaviors to be disallowed, what is one that could have prevented what happened to Melissa Kelley? What is one that must be allowed and amplified in daily messages?

#### Knowledge Objectives

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1. Define organizational diversity. Also, (a) distinguish diversity management from affirmative, and (b) distinguish among multicultural, plural, and monolithic organizations.
2. Understand the forces driving a more diverse workforce and the need for diversity management.

3. Understand the role of successfully managing diversity as a part of high involvement management practices and the associated outcomes for individuals, groups, organizations, and society.
4. Discuss the various roadblocks to effectively managing a diverse workforce.
5. Describe how organizations and individuals can create and effectively manage diversity.

### **Teaching Point on Knowledge Objectives**

Teach *resourcefulness*. The ability to use means at one's disposal to meet situations effectively. Remember from chapter one, "A competitive advantage results when an organization can perform some aspect of its work better than competitors can or when it can perform the work in a way that competitors cannot duplicate. By performing the work differently from and better than competitors, the organization offers products/services that are more valuable for the customers." Therefore, consequently, a diverse workforce is part of those means—a rich source of talent, ideas, and networks of people connections. What does this mean to your learners? They can become one of those sources—ingenious, inventive, and interested. Encourage your learner to self-examine and appreciate what difference she or he brings to work each day. Each learner is one among millions in that social demographic. How does she or he manage to be selected and valued within a diverse group, distinctive in the great swirl of people seeking employment where they will grow? The trend is that one is more likely to be chosen to add to the diversity of a work group. How will meeting these seven knowledge objectives prepare them to know the positive differences they will make to a company's resourcefulness?

### **Honing a Strategic OB Prospect Organizational Diversity**

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Your learners go through their days moving from organizational setting to organizational setting. They may not particularly notice as a matter of strategic importance the diversity of the groups of people with whom they come into contact on the way to work, at school, or on the job. Encourage them to start *seeing* these differences among people as a measure of innovative potency. As they move from setting to setting, they might want to jot down the names or types of organizations they traffic and, next to them, note their impressions on this question: *Is this organization rich or poor in human capital right now?* They will guess richer, if they notice performance of even the simplest tasks with a splash of excellence. They are seeing the outgrowth of a "more committed, satisfied, higher-performing associate." This place is attracting the best talent, practices are working because of better group decision-making, and there are signs of better financial performance for the organization in the atmosphere and ambience of the place. They will guess poorer, if even the simplest task is performed with a splash of cold water in the face of the customer or coworker. In this unfortunate instance, they are seeing the absence of high-involvement managerial behavior featured in this book. These behaviors squander human capital that could have been grown by the diverse talents of their workforce.

Suggest they are sizing up the relative value of the human capital, as a veteran realtor would estimate the housing or commercial property stock as he or she moves through familiar and unfamiliar neighborhoods. They will apply this *strategic* prospect to personal decisions they make about who to join for greatest success and, one day, who to hire to raise the worth of their organization's human capital.

<b>EXPERIENCING ORGANIZATIONAL BEHAVIOR</b> <b>Women, Work, and Stereotypes</b>
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### **Suggested Discussion Questions**

1. The presidential candidacy of Senator Hillary Clinton created perhaps the widest and most varied “buzz” on the matter of women with abilities to lead equal to those assumed for the male gender. What have we learned from media and first-hand accounts of stereotyping that her run raised about our awareness of diversity?
2. Could it be that hurling dismissive epithets like “babe in business” or “worry her pretty little head” is done more to defend the issuer than to attack the female object of the remark? If so, what is being defended?
3. What if you were to take a count of stereotypic language you hear or read regarding women and attempting to control your attitude toward women? Would finding a higher rate of such attempts to color your attitude than you first imagined change your perspective?
4. Half the U.S. adult population is women. Opinion survey (conducted by *Elle* Magazine in 2007) reflects a general belief that men are more capable of leading than are women. Must we go on tapping only half the potential pool of leaders, just because we cannot yet shed the notion that they are the “weaker sex,” best able to support men, rather than lead them?
5. **Stereotype until you drop:** A suggested exercise is to divide your class into two gender-mixed groups. Challenge one to brainstorm a list of statements that stereotype women and their readiness to run competitive businesses. Ask the other half of the class to produce a list of statements stereotyping men as business leaders. Tell them that they will need to generate a robust supply in a short period. The winning side will be the one that has more statements “ranking” their assigned gender than the other side. Can you guess which side will run out of statements first? Those stereotyping men are more likely to have less fodder for this context. Discuss why. Tap into what each gender felt in those mixed groups having to provide statements aimed at their own gender. Ask them to explore how these notions came to rest in their own heads in the first place.

### **Digital Supplement**

Have students go to Google and research the Catalyst organization.  
<http://www.catalyst.org>.

1. What is the purpose of Catalyst?

2. What has Catalyst accomplished in helping women in the workplace?
3. What research has Catalyst conducted on best practices in work environment, human resource policies, and employment practices?
4. How has the work of Catalyst influenced other forms of diversity in the workplace?

<b>MANAGERIAL ADVICE</b> <b>Promoting a Positive Diversity Environment</b>
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**Digital Supplement: Examining the Efforts of Deloitte Touche, LLP**

[www.public.deloitte.com/wiar/2000/movie.html](http://www.public.deloitte.com/wiar/2000/movie.html).

[www.deloitte.com/view/en\\_us/us/about/Women's-Initiative/index/html](http://www.deloitte.com/view/en_us/us/about/Women's-Initiative/index/html).

In February 2010, Deloitte & Touche, LLP Women's Initiative received the 2010 Catalyst award. The Catalyst award honors programs in organizations, which are innovative and effective in advancing women in the workplace. After some 17 years of work Deloitte & Touche, LLP has demonstrated measurable improvement in the lives of the women who work for the company. How did this happen? Why was it done?

1. Have students review the early programs at Deloitte & Touche, LLP, dating back to the late 1990s where the first steps were taken to retain talented women from leaving the firm. What were these programs?
2. If this was done for women at this accounting firm, what can be done for women and other diversity groups at another firm to create a friendly and supportive environment for all of its associates?

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**Back to the Knowledge Objectives**

**Suggested Answers**

1. *What is organizational diversity, and how does diversity management differ from affirmative action? Do these programs have anything in common? Distinguish between multicultural, plural, and monolithic organizations. How might these organizations differ in the types of policies they use? For example, how would they differ in terms of staffing practices?*
  - a. *Organizational diversity* refers to differences among the individuals in an organization on any relevant dimension.
  - b. *Affirmative action* is enacted in programs by applying specific measures taken by an organization to ensure fair representation of women and racial and ethnic minorities in the workplace. An affirmative action program may also achieve diversity; however, the intent of affirmative action is to remedy discrimination, while the diversity management programs operate to improve organizational performance.

- c. *Diversity and affirmative action programs have in common* that societies condition their members to identify similarities and differences in themselves with others that, when brought into membership of given organizations, can draw them closer to others or drive them apart. Both activities ask people to more deeply examine their own biases and change what is detrimental to the good of the whole.
  - d. Types
    - i. *Multicultural* – organizational culture fosters and values cultural differences so that they are inclusive of all associates.
    - ii. *Plural* – have somewhat diverse workforces wherein differences are tolerated, rather than valued.
    - iii. *Monolithic* – homogeneous workforce with little tolerance for diversity.
  - e. Generally, policies governing how members of the organization are to treat each other will range from high inclusion to high exclusion.
  - f. Staffing practices would differ in the scope of the search for new associates and managers from casting the widest possible net for differences to the narrowest possible search for sameness.
2. *What trends are driving a more diverse workforce and the need to effectively manage diversity? How is the shift in the demographic characteristics likely to affect organizational diversity? What other changes are occurring in the environment that contribute to the importance of managing diversity effectively? Why do these changes have this effect?*
- a. The U.S. workforce is getting older and more diverse in terms of race and ethnicity. The most significant rise in population is persons of Hispanic origin, to nearly one quarter.
  - b. Trends in customer demographics are influencing organizations to staff with people recognized by customers as being part of their social grouping. Multicultural organizations that manage to have the widest job appeal to talented persons of all kinds and offer what attracts buyers of all kinds will be predictably the most competitive.
  - c. The U.S. business environment is evolving with increasing service economy, increasing globalization, and increasing need for teamwork.
  - d. Management of diversity is a strategic means of dissolving social barriers among associates and with customers, suppliers, and other stakeholders.
3. *Why is successfully managing diversity important to high-involvement work organizations? Give specific examples.*
- a. Individual associates gauge their value and the support by their organization and release their energies accordingly. Diverse groups produce a wider variety of ideas, alternatives, and solutions. Organizations that manage to be diverse, in order to accomplish strategic goals, see more favorable bottom-line results.

- b. The individual associate whose religious practices are respected and accommodated by others is more likely to become involved in meeting organizational goals than when one is rebuked and teased for holding to their beliefs and standards of practice. The AT&T design group that engaged persons with disabilities produced innovations not otherwise possible. Fortune 500 companies with the highest representation of women in top positions strongly outperformed financially those with poorest representation.
- 4. *What roadblocks do discrimination, prejudice, and stereotyping create in an organization attempting to manage a diverse workforce? What other roadblocks are there to successfully managing diversity?*
  - a. Problems
    - i. Discrimination, prejudice, stereotyping, differing social identities, power differentials, communication concerns, and poor structural integration have a negative impact on managing a diverse workforce.
    - ii. Prejudice wrongly influences how social groups are evaluated, leading to walls being erected between groups.
    - iii. Discrimination forecloses involvement. Prejudice stereotyping impairs the reasoning needed for effective decision-making by applying oversimplifications about people, rather than obtaining information.
- 5. *What can individuals, leaders, and organizations do to effectively manage diversity? What does a diversity program need in order to be effective? How could you determine if your diversity program was effective?*
  - a. Program requirements
    - i. Commitment of organizational leaders who take ownership of diversity initiative and effectively communicate its strategic importance.
    - ii. Integration with the strategic plan by stating and enacting measurable ways in which diversity will contribute to the strategic goals, directions, and plans of the organization.
    - iii. Associate involvement inclusive of all individuals and types of groups supported by training to develop real value of and respect for diversity as a condition most favorable to personal and organizational excellence.
  - b. If the organization is achieving and holding a competitive advantage, then organizational diversity is likely a contributing factor. There would be consistent evidence, operational and product innovation, a wider and deeper pool of candidates for hiring associates, and a larger potential market because its products and services demonstrate understanding the needs of a diverse market of people who can shop the world.

6. *How do social identities, power differentials, and poor structural integration affect the successful management of diversity?*
- a. Effects
    - i. Social identities have positive bearing on diversity as individuals draw strength and elements of what makes them unique from belonging to social groups that matter to them. However, having a social identity very different from that of the majority presents the challenge to learn how to act authentically with what the majority expects, while holding to the identity that supports the value of being different. It may seem easier to default to in-groups and avoid being in out-groups, but this choice breaks down diversity.
    - ii. Power differentials that come from status ascribed to social group membership act against the individual freely participating in organization-building processes. Associates, particularly those working close to customers, can be an invaluable source of competitive information. Pinned down for their social group membership (e.g. hourly versus salaried workers), they withhold this intelligence from those in the upper echelons.
    - iii. Poor structural integration creates power and status differentials, fosters negative stereotypes, and can engender a sense of hopelessness in the minority groups that have difficulty rising in the company or that are stuck in particular job types (e.g. clerical or labor instead of executive or managerial). This situation creates a similar problem to that of power differentials, where a poorly integrated company may be unable to benefit from the unique perspectives of its otherwise diverse workforce.

### **Teaching Points on Knowledge Objectives**

Teach *courage*. This is the state or quality of mind or spirit that enables one to face danger, fear, or vicissitudes with self-possession, confidence, and resolution. It is unlikely that there are learners who will be dispassionate about diversity and disengage from this important information. Yet, there are risks in exposing one's truer beliefs about people to peers, even in an academic setting. These knowledge objectives do help them formulate objective, *business* reasons why people must enter into joint-action with others who are, by their own experiential knowledge, different from them. This is also where emotions weigh in. Learners may discover they hold deeply engrained beliefs about people who are unlike them. You are asking them to muster the courage to self-examine and confront possibly dysfunctional views of these others and see others as they view themselves. This chapter comes early in the course. Is there sufficient trust among learners and in you to have them "go deep"? This is not what attaining these knowledge objectives is explicitly asking of your learners. How and when, otherwise, will they start or stay the high road? It may be the best timing for fostering openness by setting the sort of ground rules for civility and inclusion that rewards courageous reflection in the action of acquiring the benefits of these Knowledge Objectives.



## **Digital Supplement**

### **Human Resource Management Applications: Walking the Walk—The Case of IBM**

What about the big global companies like IBM, what are they doing for diversity? Have students go to Google and look up IBM and diversity. Students will find numerous sites that speak to the diversity efforts of IBM.

Several questions may be used to start the discussion. You may have students do comparisons between companies cited by such organizations as Catalyst for their diversity efforts with companies such as Wal-Mart, which is fighting a class action suit for general patterns of discrimination in pay and promotions.

(New York Times, Business, Friday June 4, 2010, Steven Greenhouse, “Report Warned Wal-Mart of Risks Before Bias Suit”, p. B.1, B.4, available at <http://www.nytimes.com/2010/06/04/business/04lawsuit.html?scp=3&sq=June%20,%202010%20and%20Wal-Mart&st=Search>).

#### **Questions**

1. What is the history of diversity at IBM?
2. What did Tom Watson Jr. do to support diversity at IBM?
3. Was it always a company that looked to diversifying its workforce?
4. What evidence is presented on the IBM website that supports its commitment to diversity of all kinds?
5. Are there companies your students can find that appear to not only talk about diversity in their mission statement but also have programs in place demonstrating their commitment to diversity in their organization?

#### **Additional Materials on Ethics**

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Here is an additional exercise on ethics, whereby students can draw from the living material of their own work or school day.

#### **My Life as a Story**

Learners will have read brief stories of people like Kelley at the LAPD. The story deals with two pivotal events in Kelley’s early days as a fire fighter. It was included and told to make a point about diversity that reinforces the claim that high-involvement management includes managing diversity and is not possible without it. This gripping account of Kelley’s loss of her dream to be just another competent fire fighter told a story in just a few words, so that the reader could picture Kelley being harassed and left in harms way by people trained and pledged to save lives. Does she react in ways that do harm to these people and ultimately their organization? Her next actions can create a more positive or more negative future for all concerned. It is a moment like countless

moments ahead in your learners' careers that will put their ethicality to a test. How they behave writes the next chapter of their own stories.

1. The objective of this exercise is for learners to conjure in their imaginations just such a pivotal moment from the history of their own direct experience in organizations. Like Kelley, the learner's life is a story, replete with moments in which one took a stand against discriminatory behavior, for example, and said and did what was right.
2. Ask the learner to compose a similarly brief story of an actual event in their day (or a recent day) that corresponds to their emerging understanding and appreciation of organizational diversity.
3. This can be told privately, just to oneself; semi-privately, in writing to the instructor; or, as an act of courage, told publicly, talking in pairs, small teams, or in writing, posted on the course e-learning platform. The more public the telling, the more the rule to protect the confidentiality of the setting and involved persons should be reinforced.
4. People naturally tell such stories to friends, family, and even strangers. This exercise simply capitalizes on what learners often do to elicit feedback. Thus, debriefing this exercise should be familiar. In this instance, the learner asks questions of those being told within the framework of diversity:
  - a. Who was in the right here? Was it me? The other person(s)? Both? Neither?
  - b. What difference might it have made if I had acted on the opposite choice?
  - c. What am I revealing here about myself? My values and morals?
  - d. What impact, if any, did my work surroundings have on my chosen way of acting in this situation? Can I honestly say I was forced to think and act as I did?
  - e. Had I been able to turn the clock back to the beginning of my story and live it over, would I have behaved differently?
5. Finally, ask learners to summarize and state highlights (verbally or in writing) of what they learned about the meaning of diversity from the story they are living out day by day. Probe for recognition that strategic organizational behavior is rooted in the ethical and unethical practices of each associate and manager.

## **Key Terms**

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**ascribed status** Status and power that is assigned by cultural norms and depends on group membership.

**discrimination** Behavior that results in unequal treatment of individuals based on group membership.

**diversity** A characteristic of a group of two or more people that refers to the differences among those people on any relevant dimension.

**multicultural organization** An organization in which the organizational culture values differences.

**modern racism** Subtle forms of discrimination that occur despite people knowing it is wrong to be prejudiced against other racial groups and despite believing they are not racist.

**monolithic organization** An organization that is homogeneous.

**plural organization** An organization that has a diverse workforce and takes steps to be inclusive and respectful of differences, but where diversity is tolerated rather than truly valued.

**prejudice** Unfair negative attitudes we hold about people who belong to social or cultural groups other than our own.

**social identity** A person's knowledge that he or she belongs to certain social groups, where belonging to those groups has emotional significance.

**stereotype** A generalized set of beliefs about the characteristics of a group of individuals.

### Teaching Point on Key Terms

Teach *headlining*. Encourage learners to think with key terms to animate *micro-headlines* in their heads. Headlines announce stories unfolding in their own present lives, as well as out there in the business and social world that is the context of their lives. "Jane Doe suffers a bout of social identity." Ask your learner "Jane" to talk or write about a moment when she felt ashamed of a peer group acting out in a way that conflicted with her personal identity. Or, "Jack Doe escapes monolith to a Technicolor world" Here you have Jack communicate what it would mean to work in such homogeneity that it would seem like an old black and white movie, until he joined a pluralistic organization with its vibrant colors. (A clip from the film *Pleasantville* would drive this point home.)

### BUILDING YOUR HUMAN CAPITAL What's Your DQ (Diversity Quotient)?

#### Teaching Enhancement

The stated purpose of this assessment is to allow learners to determine if they have had the experience necessary to navigate a diverse environment. It gives them a window into their current ability to be flexible and to work with many different types of people.

1. Stress that this assessment is used in conjunction with this chapter to show them the relevance of their own personal career aspirations to the central theme of the

- book. How will they become valued members of organizations designed and managed to foster their own growth and others and advance in their careers?
2. Give them the caveat that they are likely to apply many sorts of style indicators as they go forward. While they may agree with the descriptors and see a pattern among those taken, they should not allow these external measures to tell them who they really are. Nor should they use what others reveal to them as their primary career orientations to affix a stereotyping label on them.
  3. You have the option of having them do the assessment simply for their own information.
  4. Alternatively, this could make a stimulating class event. If you choose this option, ask them to bring the assessment results to the class in which you have budgeted time for discussing them.

### **AN ORGANIZATIONAL BEHAVIOR MOMENT** **Project “Blow Up”**

#### **Suggested Discussion Questions**

1. BSU’s strategy is to bring together promising middle and higher-level managers from around the world for exceptional learning. In retrospect, did the planners anticipate interpersonal conflict?
2. The first year team project is the crucible. This team fell fast into an initial power struggle among members of the A Team. Were this team blow up to be a singularly rare event inside a fundamental practice like the team project, there would be barely a ripple in their high-ranking reputation. It was the first time in over ten years that he knew of someone quitting the program in the first week because of the behavior of the team. Yet, can BSU’s manager, Professor Boswell, in the moment of this negative event, let this go unexamined for possible remedies?
3. Pranarisha’s flight from Team A all the way out of the program, despite the fact that she was enrolled at the request of her NGO, could be rationalized as an overreaction. Might the American members who have already climbed their corporation ladders consider this the usual jockeying for position before settling down?
4. The case teeters on the verge of the strategic significance of the A Team’s abhorrent organizational behavior being discounted. What might be the long-term consequences of this happening?
5. Considering the diversity of the whole group, what was the responsibility of Professor Boswell, along with each member of the A Team, including Pranarisha, to manage with sensitivity to the potentially valuable differences each member brought to the mix?
6. Rewind. Start over. A suggested way of animating this case.
7. Give them a few moments to re-read the case.
8. Put them in teams of six learners.
9. Remind them by posting the questions posed in the chapter:

- a. What happened with the A Team? Why did the group process break down?
  - b. What dimensions of diversity were responsible for the conflict?
  - c. Describe which barriers to effective diversity management were present in this situation.
  - d. What could have been done to manage the group process better?
  - e. Have them share the answers to these questions, which each is expected to have thought of before this discussion.
10. Now, have them make the transition from reading and talking about a diverse team of five people to *being* that very team in a brief role-play.
  11. Each member of the team elects to be one of the six characters in this case—the five students and the professor. They may refresh their memories on the characters from their books, or you can provide the descriptions. They can imagine Professor Boswell’s persona.
  12. This exercise is called “Rewind. Start over,” because this is what people tend to wish they could do, in hindsight, after something has blown up in their faces.
  13. Before they begin, ask them to come to consensus about when, early in that week, it would have been the right time to manage the allocation of project duties with greater sensitivity to and appreciation for the diversity of the A Team.
  14. Give them 15 – 20 minutes to play the roles, acting as they believe their character should have interacted with the others and the professor to get them off on firmer footing. You can ask the person playing Pranarisha to be the judge. Will she still flee the program?
  15. Ask that the person who plays Pranarisha report to the class if, in this better managed version of her experience in the A Team, she felt differently about the course and the program.
  16. Discuss the similarities to and differences between those Pranarisha reported to Professor Boswell.

<p><b>TEAM EXERCISE</b></p>
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<p><b>What Is It Like to Be Different?</b></p>
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**Enhancement**

Should learners be constrained by circumstances which do not allow them to actually go out and attend an event where they may experience firsthand what it feels like to not belong or know the rules, try *virtual* alternatives?

1. Have them visit and interact in a Web log locale where the “blogging” is on a topic about which they know very little. All they need to do is use *Google* to search the term “blogs” and there will be a plethora of sites to visit as experimenting interlopers.
2. Have them ask to be invited into an Instant Messaging “buddy group” (free IM access from services like AOL). It should not be difficult to find, among the learners’ acquaintances, someone who is an inveterate IM’er. For example, a pre-teen or teenager may be messaging with half a dozen IM groups simultaneously.

3. Have them ask a professor or campus professional to arrange for them to chime in on an academic or professional list service, preferably in a discipline or field unfamiliar to the learner.

The questions posed to those able to attend actual events can be modified to elicit diversity lessons from those making these virtual visitations.

1. What Internet community did you visit electronically?
2. How was this different from sites you normally populate?
3. How did you feel being in a minority situation? Did different aspects of your self-identity become salient? Do you think others who are in minority situations feel as you did?
4. What did you learn about the group you visited? Do you feel differently about this group now?
5. What did people do that made you feel welcome? What did people do that made you feel self-conscious?
6. Could you be an effective participant in this e-group? How would your differences with (blog, IM, list-serve) members impact on your ability to function in this group?
7. What did you learn about managing diversity from this exercise?

<p><b>WHOLE FOODS CASE CRITICAL THINKING QUESTIONS</b> <b>Chapter Two Connections: Organizational Diversity</b></p>
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1. Compared to other companies in the service sector, is Whole Foods more or less likely to experience discrimination problems? Explain your answer.
  - a. *Suggested answer:* Unfortunately for countless millions who work in the service sector, retailing wages are kept very low and people are treated by their managers as being expendable. This corrosive work climate could invite discrimination of the kinds outlined in this chapter. Fortunately, Whole Foods provides stark contrast to those most likely to discriminate. Their human capital outlook counts on associates knowing they are welcomed, accepted, and valued for their unique contributions to the whole of Whole Foods. They are selected by teams. If these teams are diverse in makeup, then it is more likely that they will want to hire to expand or at least sustain this diversity. Managers must, of course, watch over this process to assure that the company's diversity policy is upheld by teams and stores.
  - b. *Connection to this chapter:* A thrust of this chapter is that diversity is a competitive factor and gives an advantage to those companies whose HR practices keep the workforce diverse. Whole Foods counts on this being so. Further, their niche draws from an environmentally and socially conscientious customer and employee base. Were substantiated claims of discrimination in a Whole Foods operation to reach the media and

grapevine, it would be so unexpected as to raise alarm. Reputation means far too much to this company to relax their standards and vigilance against discrimination.

2. How could Whole Foods' democratic model of selection interfere with the development or continuance of a diverse workforce? What should it do to prevent such difficulties?
    - a. Potential new associates may apply for any one of 13 teams of the type that operate in most Whole Foods stores. Teams then vote on the prospect, and again, after a trial period. This is all well and good unless teams deteriorate into a dominant group bias that separates the qualities of the person as a performer from characteristics beyond the person's control such as age, gender, or ethnicity. Prevention rests in teams agreeing to uphold rules and standards of hiring and retention conduct. Since the power to hire is shared by managers with those teams, so must be accountability and responsibility for the results of their collective actions toward new associates. Most associates are recruited in the store locales. Accordingly, Whole Foods must guard against provincial or parochial mindsets hardening in teams. Associates must be educated in the value of widely diverse team membership in all aspects of store success. If they do not see the connection to overall performance, they might stick too closely to hiring people most like themselves.
    - b. *Connection to the chapter:* Diversity is a group characteristic, not an individual one. Whole Foods is organized around small groups working as teams in all the operational functions of the business. It is not enough for a company with their avowed mission to be socially responsible to point to individuals who are different from others. Their challenge is for all teams to have members different from each other in all the major aspects expected of an employment leader and innovator. Given the diversity of their products and commitment to meeting local product preferences, having a multicultural workforce is consistent with this aim. Whole Foods has set high moral and ethical standards; thus, systematic attention to diversifying their associate base is required from top managers to the store floors. Commitment of high-level managerial leaders to all diversity efforts is easy to watch and assess, given the transparency promised to all associates by the CEO. Lip service will not work at Whole Foods.
-