

Section II

SECTION II

**UNDERSTANDING PRIMARY ASPECTS OF DIVERSITY:
RACE AND ETHNICITY**

A WORLD VIEW OF CULTURAL DIVERSITY

Thomas Sowell

Instructor's Notes

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Goals

- To understand the process of cultural evolution and change
- To learn how other cultures influence Western traditions
- To become aware of the interdependence of global cultures

Key Points

By presenting an historic and international overview, this reading places cultural diversity in perspective, adding depth and a whole new dimension to the understanding of the concept. A number of points are illustrated:

- The history of mankind is characterized by civilizations sharing cultural advances.
- All cultures constantly change.
- Some features of cultures are better than others; cultures constantly replace some of their less useful features with advances (better features) from other cultures.
- Great portions of Western culture come from non-Western cultures.
- Cultural features include information, survival techniques, medicines, products and technology, and even include indigenous plants.
- No country or cultural group is dominant permanently.
- No country or cultural group dominates all fields permanently.
- Persistent differences among cultures are due to their social histories as well as to their social and geographic environments.
- In today's world, different cultural groups cannot remain isolated if they are to compete economically for a livelihood. They need to be able to use the knowledge of other cultures.

Discussion Questions and Answers

- 1. Most people have grown up with the United States leading the world in many areas, such as technology, medicine, education, and standard of living.**
 - a) Is it important that the United States always leads in these areas?**
 - History clearly shows no civilization leads forever. "...cultural leadership in a particular field is not permanent for nations or civilizations..." (Sowell)
 - We can learn from, and adopt ideas and practices from, other countries and cultures.
 - b) How can diversity in the workforce help any country advance?**
 - Workforce diversity provides more innovation, creativity and skills than workforce homogeneity.
 - c) Has the United States made good use of its social capital in the past? Why or why not?**
 - The United States has made poor use of its diverse social capital in the past by excluding or limiting input from large segments of the population. It has only used and still uses only part of its human resources.
 - Discussion may be based on factors such as race, ethnicity, appearance, age, gender, etc. that limit participation.
 - Discussion may also include factors such as the "digital divide" that today restrict the participation and contributions from significant portions of the population.
- 2. It is well known that hundreds of languages have already become extinct and many more are nearly so.**
 - a) Per Sowell, what leads cultures to discard or to adopt various cultural practices?**

"Every culture discards over time the things that no longer do the job or which do not do the job as well as things borrowed from other culture." (Sowell)

b) How would Sowell explain what happens to languages over time?

Languages adopt words and phrases from other languages, i.e., languages constantly change. Eventually entire languages are discarded when they no longer “do the job as well” as other languages.

In the words of the author: "What serves human purposes more effectively survives, while what does not, tends to decline or disappear."

3. In America, the management of workers by “assimilation into the workforce” is being replaced by the “integration of diversity.” How would the author explain this shift in approach?

The shift occurs because *integration* of diversity serves American purposes better than the *assimilation* of diversity. If managed well, this new *inclusive* approach should result in lowered turnover and absenteeism and in greater contributions from different perspectives.

4. Apply Sowell’s basic premise about cultural transmission to the fact that the United States regularly exchanges scientists, business leaders, and technology with countries all over the world. Would the author think this is a good practice, or does this just help other countries get ahead of the United States in these areas?

- Sowell would probably think exchanges are a very good idea since no single culture excels in every area. He also states that "no culture has grown great in isolation..."
- Exchanges are a benefit and result in change. Regular exchanges introduce cultures very rapidly to advances in other civilizations that can then quickly be used by the recipient cultures.

5. The United States ranks 29th in the world in infant mortality; 22nd in adolescent science literacy, 20th in adolescent mathematics literacy and 57th in education expenditures. What are the implications of these for

- a) work life?**
- b) your children’s work life?**
- c) the future in the United States of healthcare, business, education, etc.?**

To encourage discussion, add the following information to the statistics presented in this question.

- In the United States., the current generation is less well educated than the previous one.
- More than 88,000,000 U.S. adults have no college, no high school diploma or are in need of ESL (English as a Second Language) training.
- The U.S. is “also losing ground in international comparisons in terms of high school diplomas and college degrees awarded.”
- Currently one-third of U.S. young people drop out of high school every year.
- Approximately, 2,300,000 U.S. adults are in prison: “about 43% do not have a high school diploma or GED and 56% have very low literacy skills”.
- About one million (out of the two million) immigrants to the U.S. every year have no high school education, poor English language skills and very low literacy levels.”

Reach Higher, America. (June 2008). Overcoming Crisis in the U.S. Workforce
Report of the National Commission on Adult Literacy

Note. Some of these figures may change when studies from the 2010 U.S. Census become available.

6. Research the economic progress of the so-called BRICK countries. Which of these countries could you envision becoming the world leaders in business by 2050? In science and technology? In education? Explain the reasons for your predictions.

Students may be surprised at some of the countries that are considered as BRICK countries, particularly the recent economic progress made by Brazil.

BRICK countries are: Brazil, Russia, India, China and Korea.

Answers to the questions will vary, but the country most often mentioned by students is China.

Writing Assignment

Ethnicity refers to a person's membership in a specific cultural group with a shared national origin or cultural heritage such as being Greek or Vietnamese. To better understand how ethnic differences may affect a person's life experiences, conduct an interview with someone from an ethnic group different from your own.

1. As a minimum, ask the questions below to get a sense of his or her experiences. Your instructor may add additional questions and you may find it necessary to add appropriate follow-up questions based upon the interviewee's answers that may help you to understand how this person's life experiences as part of a particular ethnic group has or has not contributed to shaping who he or she is today.
2. Then write a three-page paper that analyzes how the interviewee's ethnic group membership has differed from your own. Specifically, how could these differences impact workplace communication and understanding? Be careful not to simply list questions and answers.

INTERVIEW QUESTIONS

1. What ethnicity were your parents and grandparents? Were your parents or grandparents immigrants? If so, approximately when did they come to this country?
2. As a child, who lived in your household? Did anyone in your household speak a language besides English? If so, do you also speak this language?
3. What holidays are most important in your culture(s)? Specifically, how are these holidays celebrated in terms of food, traditions, customs, etc.. Do you still celebrate these holidays? Which of these practices did you or will you pass on to your children?
4. What are examples of respectful and disrespectful behaviors in your culture(s)?
5. How do the roles of males and females differ in your ethnic culture(s)?
6. Is age regarded differently in your ethnic cultures than it is in mainstream American culture?
7. Describe any discrimination you may have experienced in your ethnic group memberships.

Additional Assignments (not in text)

Writing Assignment

There are concentrated efforts by many groups to preserve native languages and dying languages. For example, Malaysia recently announced that it will begin teaching math and science classes in native languages (Malay, Mandarin and Tamil) reversing a policy begun six years ago of teaching these subjects in English.

Evaluate possible results of this decision in terms of

- a) the transmission of culture
- b) the teaching of technology and science
- c) access to world advances in science and technology

Starting sources:

<http://www.telegram.com/article/20090709/NEWS/907090708>

<http://www.bozeman.k12mt.us/eNewspaper/article.lasso?article.lasso-token.id=A0754>

<http://www.yourdictionary.com> (click on: Endangered Language Initiative)

<http://www.firstthings.com/sampleSearch.php> (click Advanced Search for: Saving Lost Languages)

Diversity on the Web

Since 1960, every country in the world with the exception of the United States, Liberia and Myanmar (Burma) has officially adopted a system created by the French in the 1790s. This system, *Le Système International d'Unités (SI)*, is more popularly known as the metric system.

The United States still officially continues to use its own standard system based on old English units of measurement (sometimes called the English Imperial system or Imperial system). The metric system is in use in some sectors of U.S. culture such as chemistry, medicine, manufacturing, sports, etc. however, and there are forces pushing for its official adoption.

Analyze the business and other cultural forces in the U.S. for and against the adoption of the metric system.

Starting sources:

<http://www.metric4us.com/whynot.htm>

<http://www.jefflewis.net/metricsystem.html>

http://money.cnn.com/magazines/fortune/fortune_archive/2000/05/09/280624/index.htm

<http://www.ts.nist.gov/WeightsAndMeasures/Metric/upload/1136a.df>

Use “metric system in the U.S.” as a search term for additional sources.

**WE HAVE AN AFRICAN AMERICAN PRESIDENT:
HOW COULD RACISM STILL BE A MAJOR PROBLEM?**

Joyce D. McNickles
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Goals

- To understand the difference between prejudice and institutional racism
- To increase student awareness of the prevalence of racism in the United States today

Synopsis

This article focuses on the aspects of modern racism and enlightens students who think that race is no longer a problem, particularly since the election of Barack Obama, an African American man. The author makes the distinction between prejudice and racism, and identifies in great detail the effect institutional racism has on the daily lives of African Americans. Topics include the justice system, the health care system, the educational system, and the ways in which African Americans are disadvantaged with regard to employment opportunities.

Outline of Key Points

- I. Race still matters in the United States, despite the election of Barack Obama as the first African American president. African Americans and white Americans often have different perceptions regarding the prevalence of racism in society today. This may be due to differences in understanding and the use of terminology.
 - A. Racial Perception Gap
 - B. Prejudice
 - C. Racial Prejudice
 - D. Racism
 - E. Institutional Racism
- II. Racial Disparities and Inequities in the Workplace
 - A. Under-representation in management

- B. Biases and discrimination affecting hiring and promotion
- C. Discrimination against African American men without criminal records in favor of white men with criminal records
- D. Concrete ceiling for African American women
- E. Name profiling of resumes
- F. Discrimination in interviewing and hiring

III. Racial Disparities and Inequities in Health Care

- A. Lower quality health care
 - 1. Physician biases
 - 2. Disparities and inequities in treatment and diagnosis

IV. Racial Disparities in Education

- A. Racially segregated schools
 - 1. Disparities in educational outcomes
 - 2. Inferior facilities, larger class sizes, fewer advanced placement classes
 - 3. Less qualified teachers and high teacher turnover
- B. Tracking

V. Racial Disparities in the Justice System

- A. Racial profiling and “driving while black”
- B. Police brutality
- C. Disparities in arrest, sentencing, plea bargaining, parole, capital punishment, and drug sentencing guidelines

VI. Future of Race Relations

- A. In order for race relations to improve, white Americans must acknowledge that African Americans continue to experience institutional racism that puts African Americans at a disadvantage.

Discussion Questions and Answers

- 1. According to the McNickles, what explains the perception gap that exists between whites and African Americans when it comes to matters of race and racism?**

The perception gap between whites and African Americans on matters of race and racism exists because they often are not talking about the same thing. Most whites see racism in terms of negative individual behavior, such as bigoted slurs and prejudicial remarks. For African Americans it is the policies and practices in various social institutions that create inequities for them.

- 2. What is the difference between racial prejudice and racism?**

Prejudice based on race is referred to as racial prejudice. *Racial prejudice* resides within the individual. *Racism* resides within society's structures and institutions. It can be seen as a system of advantage based on race.

- 3. In what societal institutions can institutional racism be found?**

Institutional racism can be found in the workplace with regard to hiring and promotion; in the health care system with regard to medical treatment and medical decisions; in the educational system with regard to ability tracking, racially segregated schools with disparities in resources, facilities, educational attainment, and teacher qualifications; and in the justice system regarding racial profiling, disparities in sentencing, and in capital punishment cases.

- 4. How do Arab Muslims suffer biases and prejudices similar to African Americans in a post 9/11 America?**

Since 9/11 Arab Muslims have been victims of racial profiling and negative stereotyping, and they have been incarcerated and harassed solely because of their appearance.

- 5. How does the factual evidence presented in this article lend support to affirmative action programs and policies?**

The evidence in this chapter concerning the overwhelming obstacles African Americans face in this society support the implementation of affirmative action policies in the interests of fairness, justice, and the creation of a level playing field.

6. What must white people acknowledge for race relations to improve?

In order for race relations to improve, white people must acknowledge that institutional racism still exists and that it puts African Americans as a racial group at a distinct disadvantage.

Additional Discussion Questions (not in text)

- ◆ Go to the internet address below and identify three examples of institutional racism. You may also click on the links within “in this section” for additional examples.

Using the definitions from the article, explain why your choices qualify as examples of institutional racism.

<http://www.aclu.org/racial-justice>

- ◆ Proponents of affirmative action argue that it is still needed because racism and discrimination continue. Go to the internet address below and view the myths and facts about affirmative action.

Do you think the facts presented here would be enough to change the minds of affirmative action opponents? Why or why not?

<http://www.aapf.org/focus/>

Writing Assignment

African Americans are not the only racial minority experiencing racism. Go to the Internet address below and take the test on Native Americans.

What was your score? Why do think you did or did not do well on this test? Which of the answers on the test surprised you the most? Why?

<http://www.understandingprejudice.org/nativeiq/>

Writing Assignment

The author argues that the election of Barack Obama suggested to some that race is no longer an issue for Whites. The next progression would be to contemplate if race is no longer an issue for African Americans.

Go to the <http://www.diversityinc.com/> or search the general Internet. Conduct a search using any of the following terms or combination of these terms:

- | | |
|--------------------------------|--------------|
| a) African Americans or Blacks | e) Justice |
| b) Employment discrimination | f) Profiling |
| c) Disparities | g) Health |
| d) African American youth | |

What are some of the issues that result from being African American or Black?

Diversity on the Web

Go to the African American site below. It features news, politics, culture, business, and lifestyles information. It is maintained by African Americans for African Americans. After reviewing the site, what new perspectives have you gained about the role of race in African American lives?

<http://www.netnoir.com/>

<p>TO BE ASIAN IN AMERICA Angela Johnson Meadows</p>
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Instructor's Notes

Carol P. Harvey
Assumption College

Goals

- To provide a historical and cultural context for understanding Asian Americans
- To illustrate that Asian Americans are not a monolithic minority group
- To explain the myth of the “model majority” stereotype

Summary

This article explains the history and the current situation for Asian Americans in the U.S. Because this minority group has a higher household income and a higher level of educational achievement than other minority groups, Asian Americans are often called “The Model Minority”. However, what are often overlooked are the differences between the various Asian American populations and the struggles that many Asian Americans still have to face.

Outline of Key Points

I. Background

- A. Asians in America represent many different cultures, languages and nations
- B. Although growing faster than the general population, less than five percent the U.S. population is of Asian descent
 1. Asians have immigrated to America as far back as 1763 (Filipinos)
 2. Chinese male laborers came in mid-1800's – often unable to return home
 3. Immigration and Nationality Act (INA) 1965 increased immigration

II. Cultural issues

- A. Assimilation attempted
- B. Acculturation of younger Asian Americans – assimilating new ideas into an existing traditional cognitive structure
 - 1. Some realize that their identity is a source of strength rather than an embarrassment
 - 2. Can become a difficult balancing act

III. Striving for success

- A. History of oppression until INA (Immigration and Naturalization Act)
- B. Achievements of Asian-Americans
 - 1. Have highest income, buying power and educational levels of any racial/ethnic group in U.S.
 - 2. Believe hard work will be rewarded based on Confucian principles
 - 3. Achievement levels are affected by rural or urban origins of the family

IV. The model minority and other myths

- A. Called the “model minority” group because of income and educational achievements
 - 1. Household incomes figures distorted because there tend to be more workers in each household
 - 2. Despite educational achievements, Asian Americans still represent less than 1% of senior managers and corporate board members
 - 3. Spotlight on the more successful
 - 4. Glass ceiling exists for Asian Americans
- B. Asian Americans still seen as a monolithic group
 - 1. Even native born Asian Americans are often considered as “foreigners”
 - 2. Often not considered as coming from different nations or cultures

V. The Asian American identity in America

- A. Asian Americans represent 25 countries and speak many different languages
- B. Often experience institutional prejudice and lack power in society in proportion to their numbers and education

Discussion Questions and Answers

1. In what ways have Asian Americans experienced “target” status?

Although Asian Americans have higher levels of educational achievement than other groups, they still have not achieved the levels of power in government, education, business, etc., that one might expect. So, in addition to any individual discrimination that they may experience, this group also faces institutional discrimination.

2. Why are Asian Americans often not thought of as a minority group?

Although their numbers are growing, Asian Americans only represent about five percent of the U.S. population. In addition, some Asian American groups, such as Asian Indians, may be considered by others as white not Asian. Because many Asians have been successful in terms of educational achievement, non-Asians may be less knowledgeable about the poverty and discrimination issues that some Asian Americans still face in contrast to what is known about other more high profile, larger minority groups.

3. As a group, Asian Americans have the highest SAT scores and the highest college graduation rates. Then, how do you account for the fact that Asian Americans have found more success in small businesses than they have in FORTUNE 500 companies?

Asian cultural values like the importance of family and hard work also support successful entrepreneurial activity. Family members may be more willing to pitch in to work in the family business or to provide childcare. For some, the Confucian belief that hard work will pay off, may contribute to successful small businesses, etc. Also, in their own businesses, Asian Americans may experience less prejudice and discrimination than they might in larger organizations.

4. **How does the educational success of Asian Americans contribute to popular prejudices about these groups?**

Because Asian Americans have the highest levels of educational achievement, non-Asians may generalize that all Asians are good students, and do well in school particularly in math, science, computer science and medicine. Like all groups, Asians represent a broad range of abilities and skills. Because some Asian Americans do not fit the popular stereotypes, they may experience additional prejudice.

Teaching Tip

This article appeared in *DiversityInc* magazine. Anyone with an e-mail that ends in .edu, .gov, .mil, .us, and .org may obtain a free electronic subscription to DiversityInc magazine by visiting: **www. DiversityInc.com/Freesubs**

**INVENTING HISPANICS:
A DIVERSE MINORITY RESISTS BEING LABELED
Amitai Etzioni**

Instructor's Notes

Carol P. Harvey
Assumption College

Goals

- To illustrate the complexity of Hispanic cultural identity in the United States
- To present some of the economic and political issues that affect America's largest "minority" group.

Summary

This article points out many of the misconceptions held about Hispanics in America. Despite their diverse cultural origins and ethnicities, they are usually grouped together for statistical purposes. As the largest and fastest growing minority in the United States, their impact on American culture, government and policy may be even more significant in the future.

Outline of Key Points

- I. A diverse minority resists being labeled
 - A. The term "Hispanics" is often applied to all people from many countries
 - B. Hispanics are the largest minority group in the United States.
- II. Hispanics and African Americans
 - A. The U.S. Hispanic population is growing faster than the African American population.
 - B. Some feel that Hispanics could form a political coalition with African Americans because they share a history of discrimination and racism.

III. Confusion over Hispanics and the census

- A. The U.S. Census Bureau originally classified Hispanics as a separate racial group.
- B. The 2010 U.S. Census recognizes Hispanics as a diverse ethnic group.

IV. Hispanics in their own eyes

- A. Majority prefer to be classified by particular ethnic group membership
 - 1. 25% preferred classification by ethnicity (country of origin).
 - 2. Hispanics aware of major cultural differences between groups.
 - 3. Majority of Hispanics in 2000 census chose “white” or “some other race”.

V. A majority of minorities

- A. Hispanic groups have a range of opinions and aspirations.
- B. Intermarriage is increasing.

VI. Diversity within unity

- A. America continues to be culturally diverse and united by common democratic culture and government.
- B. Emphasizing racial differences causes social divisiveness.

Discussion Questions and Answers

- 1. What values which tend to be strong in Hispanic cultures, contribute to popular stereotypes about Hispanic workers? How could these values contribute to a perception that Hispanics lack the initiative and drive so valued in today’s workplace?**

For example, people from Hispanic cultures tend to be more relaxed about time and to see it as circular rather than linear. This is in contrast to the American value of promptness and “time as money” in the workplace. When people of Hispanic origin are more casual about appointments and meeting times, others may consider them to be lazy and rude.

Hispanics tend to place a high value on family and may place family obligations before work obligations, which is still unacceptable in many American organizations. This value may lead to stereotypes about Hispanics having a poor work ethic.

In answering this question, it is also interesting to see if students cite positive factors that many Hispanic workers may bring to organizations such as language skills, knowledge about other cultures, strong community ties, interpersonal skills, etc.

2. What are the common stereotypes about Hispanics? How could these stereotypes affect career mobility for Hispanics?

In terms of promotions and career counseling, stereotypes about Hispanics being less ambitious and not putting work first in their lives, may lead to discrimination in terms of not giving a Hispanic an opportunity to advance in an organization. A Hispanic worker may not be offered the same opportunities for travel and relocation because the assumption is that he or she would not want to leave or relocate the family.

3. What role has the popular media (television, newspapers, movies, music, etc.) played in the perpetuation of these stereotypes?

The media often portray Hispanics as low class, drug dealers, gang members, criminals, etc. These images do nothing to break down negative stereotypes. Positive Hispanic images and role models are few and far between. Of course, this creates issues in terms of Hispanic children's perceptions and the lack of positive role models.

**IMMIGRATION:
CULTURAL TRANSMISSION TODAY**

M. June Allard

Assumption College

Worcester State University, Professor Emerita

Goals

- To extend Sowell's historic depiction of cultural enrichment to the cultural enrichment occurring in today's world
- To examine the issues and impact of immigration in the United States today
- To examine the costs and benefits of illegal immigration today

Outline of Key Points

- I. Introduction
 - A. Travel and Tourism
 - B. Migration and Immigration
- II. The Immigrants
 - A. Documented v Undocumented
- III. The Transition Process
 - A. Acceptance
 - B. The Workplace
 - C. Exploitation
- IV. Impact: What do they bring and what do they cost?
 - A. The Economy
 - B. Entrepreneurship
 - C. Employment/Productivity
 - D. Service and Consumer Products
 - E. Taxes
 - F. Social Services
 - G. Neighborhoods
 - H. Assimilation
- V. Immigration Policy
- VI. Lessons from History

Commentary on Discussion Questions

Anyone not born a U.S. citizen is considered to be foreign-born. The Census defines United States natives as people “born in the United States, Puerto Rico or a U.S. Island Area, or born abroad of a U.S. citizen parent”. Island Areas are the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

Source: The Foreign-Born Population: 2000 (2003, December). Census 2000 briefs.

Determining the numbers of *legal* and *illegal* immigrants is not easy. The numbers reported are projections (*estimates*) made from the 2000 U.S. census data. These estimates are difficult to make for several reasons:

- The 2010 Census data is not yet available as this book goes to press.
- The 2000 Census asks for country of birth, but does not ask about the legality/illegality of residence in the U.S. Note that country of birth may not be the current country of citizenship or residency.
- While the 2000 Census asks if an individual is a citizen of the U.S., this does not distinguish an illegal resident from a non citizen who is in the process of naturalization.
- Although the 2000 Census does ask when an individual came to live in the United States, no proof of this date is requested.
- Estimates of legal and illegal residents are based on samples of the population and therefore subject to sampling error.

Note: Students may have difficulty with the acronyms denoting immigration agencies:

- INS = Immigration and Naturalization Service (ceased to exist March 1, 2003)
- USCIS = United States Citizen and Immigration Service

Discussion Questions and Answers

1. **Research either: a) today’s *legal* immigrants or b) today’s *illegal* immigrants.**
 - i.* From which countries do they originate?**
 - ii.* What are their educational and skill levels?**
 - iii.* Specifically, what jobs do they take?**
 - iv.* Where do they relocate geographically?**

Answers to questions a) and b) above may differ slightly among students depending on which source of immigration estimates they find as well as the date of the estimates given that multiple estimates have been made. The following estimates are based on Census 2000 data and samples taken from that data base.

Legal Immigrants

- i) **Origin.** Almost half of all new legal immigrants come from 10 countries: Mexico, India, China, the Philippines, Cuba, Vietnam, the Dominican Republic, Korea, Colombia and Ukraine.

Mexico has supplied by far the largest number with 9.2 million or 30% of the foreign-born. China is next with 1.5 million (4.9 % of the foreign-born) and then the Philippines with 1.4 million (4.4 %).

Source: The Foreign-Born Population: 2000 (2003, December). Census 2000 briefs. <http://www.census.gov/prod/2003pubs/c2kbr-34.pdf>

- ii) **Educational and skill levels.** Legal immigrants are concentrated at the extremes of education and skill. Those arriving since 1990 who are at least 25 years of age are more likely to have college degrees (21 percent) than native-born Americans (15 percent). That gap widens when advanced degrees are considered.

At the other extreme, more than twice as many adult immigrants do not have a high school diploma (36 percent) compared to only 17 percent of the native-born.

Source: Suro, R. (1999). Watching America's door. The immigration backlash and the new policy debate. In Henry Tischler (ED). (2000). Debating points: Race and ethnic relations. Upper Saddle River, N. J.: Prentice Hall.

- iii) **Jobs: Hispanic and Latinos of all races**

- 23.1 million: sales and office occupations
- 21.8 million: service occupations
- 21.2 million: production, transportation and material moving
- 18.1 million: management, professional and related occupations
- 13.1 million: construction, extraction and maintenance
- 13+ million: (civilians over age 16) unemployed
- 2.7 million: farming, fishing and forestry

Jobs: Asians

- 44.6 million: management, professional and related occupations
- 24.0 million: sales and office occupations
- 14.1 million: service occupations
- 13.4 million: production, transportation and material moving
- 4.8 million (civilians over age 16) unemployed
- 3.6 million: construction, extraction and maintenance
- .3 million: farming, fishing and forestry

Source: Occupations 2000 (2003, August). Census 2000 briefs. <http://www.census.gov/prod/2003pubs/c2kbr-25.pdf>

- iv) Geographic destination.** The most popular destination states for legal immigration are those with large populations: California, Florida, Illinois, New Jersey, New York and Texas, respectively. About two-thirds of the immigrants settle in these locations.

Most Mexicans go to California; Cubans to Miami, people from the Caribbean and Central America to New York City and Asians to Seattle.

Detailed information and maps of the location of various foreign-born groups in the U.S. can be found on the web site below. These maps do not distinguish legal from illegal residents.

MPI Data Hub. Migration Facts, Stats, and Maps. <http://www.migrationinformation.org>

Illegal Immigrants

For obvious reasons, it is extremely difficult to count illegal immigrants. Census officials have asked immigration officials to stop the raids and deportation of undocumented immigrants in 2010 while they count and that is happening to some extent.

- i) Origin.** Most undocumented (illegal) immigrants arrive from Mexico and Central America with Mexico by far the most frequent primary source. "...more than half of Mexicans residing in the United States in 2000 were illegal aliens."

With an estimated 56% of undocumented residents coming from Mexico and another 24% from other Latin American countries, this region contributes about 80 percent of the undocumented residents of the U.S. according to Census 2000.

<i>Country</i>	<i>Estimated Illegals</i>
Mexico	4,808,000
El Salvador	189,000
Guatemala	144,000
Colombia	141,000
Honduras	138,000
China	115,000
Ecuador	108,000
Dominican Republic	91,000
Philippines	85,000
Brazil	77,000

Source: Edwards, James, Jr. (2006, February). Two sides of the same coin. The connection between legal and illegal immigration. Background. Center for Immigration Studies, Washington, D.C. www.cis.org

Source: Ohlemacher, S. (2007, August 17). Census wants no immigration raids for 2010. Worcester Telegram and Gazette. www.telegram.com

- ii) Education and skill levels.** “Illegal immigrants tend to be poorly educated. Nearly half of the 25 to 64 year olds did not graduate from high school.

Source: Johnson, H. (2006). Illegal immigration. At issue. *Public Policy Institute of California*. <http://www.ppic.org>

- iii) Jobs. Illegal males work in very high numbers.** One estimate reports that approximately 75% of adult illegal immigrants are employed. However, with poor educational levels, their wages and incomes are low and substantial percentages live in poverty.

The undocumented are concentrated in low skill jobs. “Although about half of farm workers nationwide are illegal immigrants, most illegal immigrants are not farm workers.” Large numbers are employed in construction, manufacturing (especially textiles and animal processing), retail trade (especially restaurants) and services (especially private household services).

About half of these workers in the “informal sector” are dishwashers, nannies and other service workers. Still others work for subcontractors in the garment trade and other manufacturing industries.

- iv) Geographic destination.** Unauthorized immigrants are concentrated in California, Texas, Florida, New York, Arizona and Illinois. Since 1990 however, undocumented immigration has spread throughout the U.S.

While California has more illegals than any other state, the increased effort to stop border crossing there has led illegals to shift entry locations. Arizona is now the primary entry site and leads all states in undocumented aliens per capita (one of every 11 residents).

Source: Johnson, H. (2006). Illegal immigration at issue. *Public Policy Institute of California*. www.ppic.org

Source: News Batch. (2007, July). Immigration policy issues. Retrieved October 24, 2007 from <http://www.newsbatch.com/immigration.htm>

2. Research current immigration laws as they pertain to the workplace. What rights do undocumented immigrants have?

“In theory, the Constitution literally extends the fundamental protection of the Bill of Rights to all people, limiting to citizens only the right to vote and run for federal office; the federal government acts as if this were not the case.” (Cole, 2003)

Although undocumented immigrants are protected under the federal employment discrimination laws their rights are often violated and not always upheld by courts.

Workplace Fairness reports that the most common protections denied undocumented workers include:

- The right to receive the promised wage and/or at least the minimum wage and overtime pay for work actually performed
- The right to healthy and safe conditions on the job
- The right to receive workers compensation benefits for injuries on the job
- The right to be free from discrimination based on sex, color, race, religion, and national origin, age and disabilities
(Workplace Fairness, 2000)

“The remedies available to workers for violations of the laws are also available to undocumented workers providing that the award does not conflict with the requirements of immigration laws. For example, an undocumented worker fired unfairly cannot be rehired without the work documents required by immigration law.” (Workplace Fairness, 2007)

Undocumented immigrants however, are not eligible for most social programs such as welfare, food stamps, Medicaid, and disability protection. Except for emergencies and pre-natal care, they are denied government-provided medical treatment. (Incognito, 2007)

While immigrants residing in the United States less than five years are generally excluded from Medicaid benefits, they can receive emergency Medicaid care “...if they are children, pregnant women with families with dependent children, or elderly or disabled.” (Gardner, 2007)

Sources:

Cole, D. (2003). Five myths about immigration: The new know-nothings. in Scott Plous (Ed.) *Understanding prejudice and discrimination*. McGraw-Hill: Boston

EEOC. (1999). Questions & answers. Enforcement guidance on remedies available to undocumented workers under federal employment discrimination laws. Retrieved March 26, 2007 from <http://www.eeoc.gov/policy/docs/qanda-ndoc.html>

Gardner, A. (2007, March 13). Undocumented immigrants childbirth is top emergency Medicaid expense. Washington Post. Retrieved March 13, 2007
<http://www.washingtonpost.com/wp-dyn/content/article/2007/03/13/AR2007031300555.html>

Incognito, L. (2007). The human being is illegal. Peoples Weekly World newspaper online. Retrieved July 23, 2007 from <http://www.pww.org/index.php/article/articleview/10597/1/359>

EEOC. (1999). Questions & answers. Enforcement guidance on remedies available to undocumented workers under federal employment discrimination laws. Retrieved March 26, 2007 from <http://www.eeoc.gov/policy/docs/qanda-ndoc.html>

National Immigration Law Center: <http://www.nilc.org>

Workplace Fairness. (2007). Short-changed undocumented workers. <http://www.workplacefairness.org/sc/undocumentedworkers.php>

3. The ability to communicate in English is important for many jobs and therefore some companies offer ESL (English as a Second Language) courses to their non-English-speaking employees.

One alternative to requiring company-sponsored ESL instruction is to require that all potential employees meet an English language proficiency standard before they may be hired.

Compare and contrast these two alternatives in terms of advantages and disadvantages to the company.

Sample discussion points:

If the company offers ESL

- It can tailor the ESL course to the company's most immediate needs.
- If potential employees have specialized or hard-to-find skills, it may be very important not to lose these employees.
- Being around employees who are proficient may speed up new a employee's language progress (immersion process)
- ESL is costly when substantial numbers of employees are involved.
- ESL is a time-consuming process.
- If employees are not proficient-enough in their early employment, they can make costly mistakes.
- Employees may not attend classes once they are hired (a common problem, unless they are paid to do so).
- Being around other employees who are also not proficient may slow down the new employee's language progress; it is easier to communicate in one's native tongue.
- The fluency need may be immediate; i.e., the organization can't wait for the immigrant to learn English.

If potential employees must already speak English

- It is hard to measure job-required proficiency before hiring.
- There is a huge backlog of people waiting to take ESL courses and the pool of proficient applicants may be too small
- Some immigrants may not be able to afford ESL courses.
- ESL courses vary in quality.

4. **Contributions of U.S. immigrants** The United States leads the world in Nobel awards with 320 laureates. Examine the list of U.S. Nobel winners on the Web site below.

Source: [http:// en.wikipedia.org/wiki/list_of_nobel_laureates_by_country](http://en.wikipedia.org/wiki/list_of_nobel_laureates_by_country)

The list is ordered by year. For each laureate on the list, the subject of the award and the country of birth (if the laureate was foreign-born) are given.

Note. At the end of the list are links to the laureates by subject except for economics.

Economics link: http://en.wikipedia.org/wiki/nobel_prize_in_economics

- a) **How many and what percentage of the United States laureates are foreign-born?**

Eighty-one (81) of the 320 U.S. laureates are foreign-born (25%) at the time this book went to press. There may well be more in succeeding years.

Note that immigrants comprise only 14.5% of the U.S. population, but comprise a much higher percentage of laureates.

- b) **Select one of the six areas of Nobel awards and access its Web site. How many and what percent of the U.S. laureates in the subject you selected were foreign-born?**

Chemistry
Economics

Literature
Peace

Physics
Physiology and Medicine

Table of Answers:

<u>As of December 2009:</u>	<i>Total Nobel Awards*</i>	<i>Total U.S. Awards*</i>	<i>U.S. Foreign- born Awards</i>	
			<u>N</u>	<u>%</u>
Chemistry	156	60	13	22
Economics	64	45	11	24
Literature	102	12	4	33
Peace	117	22	2	1
Physics	186	87	23	26
Physiology and Medicine	195	94	28	30
Total		320	81	25

*Note. These figures will change in years after 2009 as more laureates are named.

- c) Select two of the following countries and using the Web sites above, determine how many and what percentage of their Nobel laureates were foreign-born.

France
Germany

Russia
Sweden

Switzerland
United Kingdom

Table of Answers:

<u>As of December 2009:</u>	<i>Nobel Awards*</i>	<i>Foreign-born Awards*</i>	
		<u>N</u>	<u>%</u>
France	57	8	14
Germany	103	11	11
Russia	23	1	4
Sweden	28	3	11
Switzerland	25	6	24
United Kingdom	116	24	21

*Note. These figures will change in years after 2009 as more laureates are named.

- d) Foreign-born residents (documented and undocumented) comprise approximately 14.5 % of the U.S. population. What might Sowell say about the percentage of foreign-born U.S. Nobel laureates in relation to U.S. native-born laureates? What might Sowell say about the percentage of foreign-born U.S. laureates compared to the percentage of foreign-born laureates in the other countries?

Students may note that only the countries of Switzerland and the UK come close to the percentage of the United States and then may discuss what other countries have or don't have in terms of attracting great artists, economists, and scientists.

In the words of Sowell, "... many great thinkers ... labor not simply to advance whatever group they happened to have come from but to advance the human race." Great thinkers migrate to wherever conditions are best for them to work – conditions with other great thinkers, facilities such as laboratories, freedom to work, economic benefits, etc. It is no accident that within the U.S., scientists cluster in research centers, e.g., the North East, Silicon Valley, Research Triangle in North Carolina, etc.

Countries seeking world class artists, economists, and scientists offer them modern well-equipped facilities, access to others like themselves, research and other financial grants, etc.

Optional

For a very different kind of comment from Sowell, assign students to go the Web site below. Ask if they agree with Sowell's position as given on this site and to explain their agreement or disagreement.

Sowell, T. (1999, October 30). Nobel results are indictment of schools. *Lansing State Journal*. <http://www.nsc1.msu.edu/~tsang/CMP/nobel.html>

- 5. Considering the three types of immigration law—legal, humanitarian, and illegal—what kind of immigration policies do you think the United States should pursue in the future? Why?**

Starting sources:

University of Denver. (2009). Architect for Immigration Reform: Fitting the pieces of public policy. <http://www.du.edu/issues/reports/documents/2009IMMIGRATIONREPORT.pdf>

Denier, G & Nielsen, N. (2009, April 14). Change to win and AF-CIO unveil unified immigration reform framework. <http://www.changetowin.org>

Center for Immigration Studies (2005) Legal immigration. <http://www.cis.org/topic/legalimmigration.html>

News Batch (2007, July). Immigration policy issues. <http://www.newsbatch.com/immigration.htm>

Answers will vary. This question is designed to promote discussion with differing opinions. The ultimate purpose is to lead students to understand that there are no simple answers; the immigration issue is very complex and comprised of many facets.

Additional Assignments (not in text)

1. **Analyze proposed changes in immigration laws. What are their strengths? Weaknesses?**

Answers will vary depending what current changes are being proposed or debated in Congress.

2. **Examine *chain migration* and *anchor babies* (birthright citizenship) and explain how legal and illegal immigration go hand in hand.**

Starting Source: Edwards, James, Jr. (2006, February). Two sides of the same coin. The connection between legal and illegal immigration. Backgrounder. Center for Immigration Studies, Washington, D.C. www.cis.org

Diversity on the Web

Visit the site below to learn about U.S citizens traveling out of the country, and visitors and immigrants to the United States. Research the four questions below.

<http://tinnet.ita.doc.gov/research>

Travel

1. How many visitors came to the United States last year? What were their countries of origin? Where did they visit in the United States?
2. How many U.S. citizens traveled out of the United States? Where did they go?
3. There are 300 million U.S. citizens and over 32 million (legal and illegal) immigrants. Considering a) the number of U.S. citizens who traveled outside the United States last year (and their destinations) and b) the number and origin of foreign visitors traveling to the United States, what cultural changes might you predict by the year 2030?

Trade

4. Examine the amounts and patterns of world and U.S. trade figures. What does this say about the transmission of products among cultures?

Canadian Note: Web site above also contains Canadian information.

Diversity on the Web

The U.S. Citizenship and Immigration (USCIS) programs listed below grant special waivers and visas. These programs have been extended by Congress until September 30, 2012. Research these programs. What are the implications of these special programs for immigration and immigration policy?

- Conrad 30 <http://www.mdgreencard.com>
- Special Immigrant visa category for Non-minister religious workers <http://www.mdgreencard.com>
- Immigrant Investor Pilot Program (EB-5) <http://www.hackleyserrone.com/EB-5-Immigrant-visa-program.html>



Points of Law

“It is unlawful to threaten to report, or to report a worker to INS because a worker opposed unlawful discrimination or participated in a proceeding under the anti-discrimination laws ...If an unauthorized worker is retaliated against, that worker is entitled to damages without regard to his or her work status”.

(EEOC, 1999) <http://www.eeoc.gov/policy/docs/qanda-ndoc.html>

“The federal employment discrimination laws protect all employees in this country who work for an employer with 15 or more employees, including those who are not authorized to work.”

(EEOC, 1999, October 29; NELP, n.d.)



Points of Law

... the Immigration Reform and Control Act of 1986 makes it illegal to employ illegal aliens and punishes employers who knowing do so ... with fines and even jail time for repeat offenders.

(Masci, 2001)



Points of Law

The Employ American Workers Act of February 2009 prohibits financial institutions receiving federal bailout money from hiring foreign workers if they have recently laid off American workers in similar jobs or plan to do so.

**NEGOTIATION: THE TOP TEN WAYS THAT CULTURE
CAN EFFECT YOUR NEGOTIATION**
Jeswald W. Salacuse

Instructor's Notes

Carol P. Harvey
Assumption College

Goals

- To provide students with a framework for understanding how a range of cultural differences may affect business negotiations
- To learn how to apply these dimensions to the intercultural negotiation processes
- To understand how your negotiation style may appear to individuals from other cultures
- To diminish cultural mistakes in the negotiation process

Summary

This article presents ten elements of culture that business people should understand in order to conduct successful intercultural business negotiations. By determining where the other party is in along the continuum of trait-behaviors, managers can better understand the influence of culture on the negotiation process. Because people often exhibit a range of cultural influences, the author argues that it is preferable to know how to apply this framework than to try to memorize the behavioral tendencies that are often attributed to specific cultures.

Outline of Key Points

- I. Introduction
 - A. Doing business internationally requires intercultural skills.
 - B. Cultural differences create barriers to communication and negotiation.
 - C. It is impossible to understand all cultures' differences.

- II. A 10 item framework for understanding differences promotes better understanding of various cultures
 - A. Goals of the negotiation
 - 1. Legal contract
 - 2. Social relationship
 - B. Negotiation attitude
 - 1. Win-lose
 - 2. Win-win
 - C. Personal style
 - 1. Informal
 - a. Use of first names
 - b. Informal dress and manners
 - c. Personal information is revealed
 - 2. Formal style
 - a. Use of titles
 - b. More formal dress and manners
 - c. No personal information is revealed
 - D. Communication style
 - 1. Direct/simple
 - a. Direct
 - b. Clear
 - c. Definite
 - 2. Indirect/complex
 - a. Figurative
 - b. Obtuse
 - c. Facial expressions and body language important to meaning
 - E. Sensitivity to time
 - 1. High-time equals money
 - a. Less formalities and ceremony
 - b. Get right down to business approach
 - 2. Low – need to establish a relationship first
 - a. More socializing required
 - b. Need to determine if a long-term relationship should be established
 - F. Emotionalism
 - 1. High – show emotions
 - 2. Low – need to conceal feelings

G. Type of written agreement

1. General – deal is based on a personal relationship not details
2. Specific – deal is explicit and covers all contingencies

H. Building an agreement

1. Bottom-up – inductive –building up approach
 - a. Begins with specifics and the minimum deal
 - b. Sum total of items becomes the contract
 - c. Characterized by tradeoffs and compromises
2. Top down approach- deductive – building down approach
 - a. Begins with agreement on generalized principles
 - b. These form the framework for contract
 - c. Present the best deal first

I. Team Organization

1. One leader
 - a. One clear leader
 - b. Team often small
 - c. Quicker to commit to a deal
2. Group consensus
 - a. Difficult to determine who is in charge
 - b. Larger team
 - c. Takes more time

J. Risk taking

1. Risk adverse
 - a. Will need more information and time to reach a decision
 - b. Prefer to negotiate in small incremental steps
2. Risk taker
 - a. Tolerant of uncertainty and ambiguity
 - b. May try new approaches to reach agreement

K. Summary

Teaching Tip

An effective teaching approach is to use this article on negotiating in conjunction with the *Negotiations – BWA Discovers the Indonesian Way* case that appears in section X, article 64 of this manual.

Discussion Questions and Answers

- 1. To conduct successful negotiations, why does Salacuse think that business people need to know more than the cultural tendencies of specific cultures?**

Just knowing cultural tendencies such as Hofstede's dimensions, encourages students to assume that all people from a specific culture will exhibit those tendencies to the same degree. However, individuals are products of their unique socialization and have a range of cultural influences that are dependent on their experiences. A businessperson from India may have attended schools and college outside of India. His parents may have lived and worked in another country/culture when he was a child. He may have traveled extensively, etc.

In addition, in today's global environment, it is difficult if not impossible to remember where a specific country falls on these cultural dimensions. Salacuse argues that his framework gives business people the tools rather than culture-specific dimensions that can be applied in any negotiation situation.

- 2. If you are trying to negotiate a contract in another culture, why is it advantageous for you to understand how the other party may view your approach?**

First, if you understand the cultural influences, you can improve your chances of a successful outcome by negotiating in a style that is more comfortable to the other party. Second, by being culturally sensitive, you will make a better impression on the negotiating partner. This may help him/her from forming negative stereotypes about you and/or your company.

- 3. a. Write an original short business case that illustrates how a lack of knowledge of several of these dimensions could cause misunderstandings in a contract negotiation for leasing office space in another country.**
- b. Then rewrite the case with the culture-appropriate dialogue. Compare the two cases. How did the second version improve the chances of a successful outcome for the negotiators?**

This answer will vary according to student's responses. Have students read their cases out loud with different people playing the characters from the different cultures. Version A will probably be awkward and should clearly illustrate how easy but unproductive it is to negotiate from one's preferred style. Version B should illustrate a smoother negotiation process because the two parties share common cultural dimensions within their intercultural communication.

GLOBAL CALL CENTER EXERCISE: LEARNING TO NEGOTIATE

Carol P. Harvey

Assumption College

Goals

- To improve one's ability to communicate with people from another culture
- To apply the Salacuse framework in an interactive manner
- To practice mindful listening and negotiation skills

Instructions

Since communication patterns are learned and often highly influenced by cultural values and patterns, it is important to teach students how to recognize and negotiate through intercultural communication differences. While some students may study abroad, travel extensively and/or work in another country, in today's global economy with the proliferation of call centers, one does not have to leave home to have an intercultural communication encounter. Because most students can relate to a frustrating call center communication (or more likely miscommunication), this exercise provides an opportunity to build intercultural awareness and listening skills.

One way to introduce this exercise is to ask for a show of hands on the following question. "How many of you have had a frustrating call center conversation?" Then, ask a few of the students to briefly describe their exchange. Now ask the class, "For everyone who raised their hand initially, how many of you knew where your phone call was answered? Most students will guess but call center operators seldom identify their locations. The following points correspond with the student instructions in the text and provide guidelines developed from having run this assignment multiple times.

1. **Form diverse teams of 4-5 students.** To minimize dysfunctional subgroups of friends, roommates, etc. it is best to assign the students teams yourself.
2. **Require written scripts.** It is important that the students write, not just demonstrate the conversation. Stress that writing is a process and the best dialogues result from several revisions. There should not be any non-verbal cues used in the conversation because this is a telephone communication and participants would not be able to see each other. Often, students want to make role plays humorous but this exercise is better when it is a serious business conversation.
3. **The debriefing involves the rest of the class as active learners.** Remind observers before the role plays begin that their job is to identify the Salacuse elements and mismatches of styles in the conversations. It is the responsibility of the presenting team to conduct this discussion.

4. **The second conversation illustrates the team's ability to conduct a mindful intercultural negotiation.** This conversation corrects the previous miscommunications and resolves any issues between the caller and the call center employee.
5. **Conduct the wrap-up yourself.** Try to use examples from the presentations to illustrate how to use Salacuse's communication elements to diagnose miscommunications and improve negotiations. After reading your notes and the scripts, provide each group with feedback using the attached assessment form.
6. **Complete the Call Center Assignment Feedback Form** on the following page for each group for grading and assessment.

Diversity on the Web

To see a global call center and intercultural miscommunication in action, go to <http://ncb.com>. In the search box, write jolly vindaloo day. Then, click on the 10-14-10 episode. This will give you a short clip from the television show "Outsourced". Select and watch this video and provide specific examples of as many of the ten elements from the Salacuse article that you hear and see.

CALL CENTER ASSIGNMENT FEEDBACK FORM Group # _____

Situation:

Evaluation of 1st role play in terms illustrating the elements of the Salacuse framework: did the group clearly and creatively illustrate these elements in an understandable way?

Evaluation of group-led class discussion: how well did the group questions get the class involved in the dialogue?

Evaluation of 2nd role play: how well did the group illustrate adapting a conversation to the listener's' style elements that can result in a more successful negotiation?

Evaluation of the script: was the script well written in terms of content, grammar, style and writing?.

Group Grade _____

THE COCA-COLA COMPANY: THEN AND NOW

Carol P. Harvey
Assumption College

Goals

- To understand how a lack of attention to internal diversity issues resulted in a \$192.5 million lawsuit
- To illustrate how an organization can benefit when it uses diversity as a strategic business advantage
- To analyze the process of changing an organizational culture to adapt to a more diverse environment
- To recognize the importance of corporate leadership in effective diversity management

Synopsis – Then

In 2000 the racial discrimination lawsuit formally known as *Ingram, etc. al. v The Coca Cola Company* (case # 1-98-CV-3679) was settled when Coca-Cola agreed to pay \$192.5 million to 2200 present and former employees. This was the largest racial discrimination settlement in United States history. Because The Coca-Cola Corporation had a history of heavily promoting its products to minority groups and of publicly supporting minority social causes, this lawsuit caught the organization off guard. The case illustrates the contrasts between a public promotional image and core organizational values. When an organization focuses so much on attaining ambitious financial and growth goals, they can lose sight of monitoring their human resource processes and procedures.

On the surface, this case may appear to address AA/EEO issues because of the legal settlement. On a deeper level, it is really about a corporation that failed to “manage diversity” issues in spite of two substantial warnings about minority employee discontent. To the employees, using minorities in advertisements, promotions, etc. and supporting minority social causes contrasted with the lack attention to minority employee needs within the organization. Other corporations can use the lessons from this case to analyze and address their needs for systemic change and inclusion.

This case is intended to illustrate the complexities of managing diversity issues in terms of poor communication, lack of planning, missed staffing opportunities but most importantly a lack of corporate diversity leadership.

If you have assigned the diversity audit as a capstone project, this case illustrates how just looking at the “pieces” of diversity management such as number of minority employees, supplier diversity programs, etc. does not necessarily mean that an organization is managing diversity and inclusion very well.

NOTE: You can share any and all of the information supplied below by Coca-Cola Media Relations with your class. It is important to get the students to focus on the contrasts between the public image that the corporation presents and some of the problems that the company has had with diversity that are not limited to the \$192.5 million lawsuit.

Coca Cola’s Statement Detailing Diversity Initiatives as a Result of the Lawsuit

When asked to update the progress that Coca-Cola made since the lawsuit was settled, the following information was supplied via e-mail by Karyn Dest, of Corporate Media Relations at The Coca-Cola Company on 11/5/2003.

“Since then, we’ve done a number of things to level the playing field and improve the opportunities for everyone within our system.”

Workplace

Our 13-member Executive Committee includes five people of color. The percentage of executive and senior vice presidents of color has increased from 10% to 41.7% in Doug Daft's three-year tenure as Chairman. During this same period, the Company's percentage of elected and appointed officers of color increased 157% in just three years. Twenty per-cent of the company's top 50 paid employees are people of color. In 2002, 12.3% of people of color in the company's professional workforce were promoted, compared to 9.3% of non-minorities.

These are just figures, but they are figures that show our commitment in this diversity journey. We are a beverage industry leader and we have been for more than 116 years. We recognize that driving diversity as a business imperative is not only the right thing to do, but makes solid, bottom-line business sense in today's economy and network of cultures. For The Coca-Cola Company, this means taking diversity beyond representation and providing employees an opportunity to learn about different cultures and regions of the world in which we do business.

In 2002, the Company launched Cultural Sensations, an employee awareness program designed to foster dialogue about the similarities and differences of people, cultures and ideas. In its first year, Cultural Sensations presented month-long celebrations of the various U.S.-designated cultural heritage and awareness months, like Black History Month, Gay Pride Month, National Disability Awareness Month, and Hispanic Heritage Month, through the use of art, music, dance, food and special events.

Diversity Training

Leveraging the Power of People - By end of 2002, all managers and 40% of employees in Corporate participated in the training, as well as non-manufacturing employees of Coca-Cola North America (CCNA).

Mentoring

A formal mentoring program provides all employees a way to share experiences and expertise, resulting in professional development and personal growth. The program based on large-scale pilot of 100 pairs of mentors and protégés in CCNA in 2001. Currently, 250 employees are participating in the Company-wide program, and 700 have been in the program over three years.

The Corporate Intern Program

Celebrating its third year, The Company's Corporate Intern Program features eight-to-ten week summer internships in the areas of business, chemistry, communications, engineering, finance, human resources, information technology, or marketing. The Corporate Intern Program is a joint initiative of The Coca-Cola Company, The United Negro College Fund and the Hispanic Scholarship Fund. Each student intern chosen earns a \$2,500 monthly salary and is provided housing and transportation. At the end of the internship, students are eligible to receive a \$10,000 academic scholarship. The company has been a corporate partner to both The College Fund and the Hispanic Scholarship Fund for more than 15 years, contributing more than \$9 million to both groups.

Community

Beyond our workforce, our company has amplified our community-based initiatives through considerable leadership and financial support to hundreds of community programs. The Coca-Cola Company has developed partnerships with key community-based organizations that focus on education and youth development, including The American Indian College Fund, Hispanic Scholarship

Fund, The College Fund/UNCF, Korean National Grocers Association, and the National Council of La Raza. The community response to these initiatives resulted in more than 20 prestigious honors and recognitions in 2002. For example: The Coca-Cola First Generation College Scholarship Program began in 1994 and was created to open the door to education for young people who are the first in their families to attend college.

Committing more than \$7.1 million since its inception, the program operated in 31 states and benefited 250 students of color in 2002. Joining forces with other Coca-Cola system partners, The Coca-Cola Foundation pledged \$1 million in 2002 to the education programs of The National Underground Railroad Freedom Center, a 158,000-square-foot museum and learning center that interactively recounts the story of slavery and freedom in America. Beyond financial support, we leveraged our partnership with Muhammad Ali to arrange his appearance and support at the historic groundbreaking ceremony last year. The Cincinnati-based education center is scheduled to open in 2004.

The company spearheaded the creation of the Diversity Leadership Academy, a unique partnership with the American Institute for Managing Diversity. Launched over a year ago with initial company funding of \$1.5 million, this ongoing diversity learning program brings together a broad cross-section of leaders within metropolitan Atlanta to gain a greater understanding of diversity in our city, and work together to build a community that works for all citizens. Our commitment to this initiative includes providing a company executive who serves as president of the Academy.

The program is already having a meaningful impact on our community. For example, last year, a group of participants, led by a prominent member of the city's African American clergy and a leading Korean businessman, tackled the issue of tensions between African Americans and Korean Americans in inner-city neighborhoods. Taking lessons learned from their participation in the Diversity Leadership Academy, they developed a series of initiatives designed to help build relationships between the two ethnicities and enable them to work together and learn from each other.

Marketplace

Our marketplace is our home - it's where we do business and where we reside. And, like us, this marketplace can only be strengthened by our increased diversity efforts and unwavering commitment to the communities we serve. Our Supplier Diversity program is a perfect example. The company is in year three of its five-year, \$800 million spending commitment toward minority- and women-owned suppliers. We began 2002 with a spending goal of \$135 million, and proudly concluded the year at approximately \$181 million across 574 suppliers. Our Supplier Diversity

program yields the benefits of innovation, competitive pricing, and strengthening minority communities. We grew our network of first-tier diverse suppliers by 48%. Our second-tier diverse supplier spending increased by 161%, as a result of requiring all primary, majority-owned, suppliers to engage minority and women-owned suppliers as second-tier suppliers on all Coca-Cola projects and contracts. We provide forums for our buyers to meet potential minority- and women-owned suppliers and allow the suppliers to showcase their capabilities. We have a minority and women-supplier mentoring program that has been developed in collaboration with Clark Atlanta University, one of Atlanta's historically black colleges.

We also make available experts and training sessions, along with securing resources for development benchmarks. This is really just the tip of the iceberg and is some of the information that we included in our Fortune magazine submission for the Best Companies for Minorities, of which we are now ranked #25. We also are at #18 in DiversityInc's survey of the Top 50 Companies for Diversity. Diversity continues to be an important part of our business. We hope this brief summary gives you the background you need and clearly gets across our commitment to diversity. Again, thanks for the opportunity to share more information with you on this subject. (K. Durst, Coca-Cola Corporation Media Relations)

Synopsis – Now

Due to the guidance of the external Task Force, the willingness of the organization to embrace systemic change, and new corporate leadership, today Coca Cola is considered to be a diversity leader in the global marketplace and is the winner of numerous diversity awards. With diversity as one of the organization's seven core values, and a CEO (Kent) who considers diversity and inclusion to be keys to future financial success, the organization provides an example of what is possible when diversity is well managed and considered as a strategic advantage.

Teaching Tip

It is helpful to begin by listing the major players in the case (see below) and their roles and responsibilities on the board. Additionally drawing a timeline of the events leading up to the lawsuit may help students to understand that there were several places where more effective management might have averted the lawsuit.

- Carl Ware – highest ranking Black employee at Coca-Cola; prepared a report documenting minority employee complaints in 1995; demoted by Ivestor during the lawsuit
- M. Douglas Ivestor – CEO when the lawsuit was filed; five years earlier ignored Ware's report
- Douglas N. Daft – succeeded Ivestor as CEO; settled the lawsuit
- Cyrus Mehri – lawyer who won a \$176 million settlement for minority employees against Texaco; lead attorney for the plaintiffs in the Coca-Cola class action suit. (see his firm's website for additional information: www.findjustice.com)
- E. Neville Isdell – became CEO in 2004. Lived in countries where he saw the results of discrimination and prejudice. Voluntarily asked the Diversity Task Force to continue an additional (5th) year
- Muhtar Kent – current CEO

Discussion Questions and Answers

1. **The traditional change model consists of three steps: unfreezing, i.e., recognizing the need for change because of some event or threat, the actual change actions and refreezing, i.e., incorporating new ways of operating and thinking into the everyday operations of the organization. Apply this model to the situation at The Coca-Cola Company at the point when the lawsuit was served in 1999.**

Unfreezing- Recognizing the need for change – With a strong focus on profits and market share in a highly competitive environment, many warning signs were ignored: Reverend Wheeler, President of the NAACP's visit, Ware's report which resulted in his demotion, the threat of Jesse Jackson's boycott, etc. The tipping point was the actual lawsuit. Employees felt that they had no other recourse.

The Actual Change -- As a result of losing the lawsuit, The Coca-Cola Corporation was under a legal mandate to comply with the recommendations of the external Task

Force. It was not a smooth process but the company made progress in terms of managing its internal and external diversity initiatives. The organization voluntarily extended the task force for an additional year when management recognized the need for more time for the implementation of the changes.

Refreezing – Incorporating new ways of operating – Today, The Coca-Cola Company considers diversity as one of its seven corporate values and strives to make employee and brand inclusiveness a reality.

2. How would you describe the leadership styles of four of the CEO's mentioned in this case (Ivestor, Daft, Isdell and Kent) in terms of their abilities to accomplish both strategic goals and to manage people?

- Ivestor – Focused on maintaining the status quo and profitability, i.e., a task oriented manager; top down communication, not willing to accept others' advice; not focused on employees as a resource
- Daft – Willing to listen and to delegate authority to others, realized the strategic role of human capital within the corporation
- Isdell – Focused both on people and task: considered both improving employee morale and maximizing profit as strategic goals
- Kent – Continues to see diversity and inclusion as a business imperative that is integral to achieving the strategic goals of the organization.

3. How does Parker's triangle in "The Emotional Connection of Distinguishing Differences and Conflict" article help to explain

a) why did so many minority employees joined the class action lawsuit.

Going back to the case it is helpful to create a timeline on the board and link the most relevant events of the case to Parker's triangle of escalating conflict. Include Jesse Jackson's suggested boycott of Coke products (1981), the inaction on Ware's report on the status of minority employees (1995), Rev. Wheeler's visit to Daft, the initial lawsuit, which only included four current and ex-employees, appointment of Ware to head the Diversity Advisory Council, the demotion of Ware, and the Board's actions that resulted in Ivestor stepping down (1999). The appointment of Daft as CEO, the naming of Ware as Vice-President, and the settlement of the lawsuit all occurred in 2000. Now link these events to the stages of Parker's triangle and it is easy to see why eventually over 2200 employees participated in the lawsuit as a form of "escalating conflict".

b) how Coca-Cola failed to “manage diversity”.

The Coca-Cola Corporation for years focused on high volume growth, increased market share and excellent financial returns. As a result, the organization became a major global corporation and the best-known brand in the world. However, the corporate culture was insular and resulted in using the technique that Parker calls “avoidance of differences” (the board composition, top management ranks, etc.). A case can also be made for “repression of differences” in terms of Daft’s lack of action on the Ware report in 1998.

4. Specifically, how does the Coca-Cola Company today exemplify the business case for diversity? Going forward, what threats could there be to the continuation of Coca-Cola’s progress in terms of diversity management?

This corporation is a global brand in a highly competitive market with a very diverse customer base. The business case supports diversity as a competitive advantage in terms of product development, employees as human capital, supplier diversity, global markets, community relations, marketing communication, etc.

Changes in corporate leadership style, lack of financial resources especially due to decreased sales, etc., could decrease the current emphasis on the value of diversity.

Writing Assignment

Research the details of any other major recent employment discrimination case. How is this case similar to or different from the Coca-Cola case? Applying Thomas and Ely’s framework (see Introduction to the text) to each of these organizations, what can be learned about managing diversity from applying their model?

Diversity on the Web

Now that you have read the Coca-Cola case, visit the Web site below where you will find the five task force reports that were part of the legal settlement of the Coca-Cola discrimination case. Within each annual report, you will find an “executive summary” section. Beginning with the 2002 report, read the summaries and develop a time line that tracks the yearly actions Coca-Cola took to remedy the issues that led to the lawsuit. What were the problems with implementing the new policies here?

Go to the coca-colacompany.com website. Type in “diversity task force reports” in the search box. Scroll down and select each annual task force report, reading from the earliest to the last one.

BEING AN ONLY: A FIELD ASSIGNMENT

Carol P. Harvey
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Goals

- To provide students with the experience of being different in some visible way
- To illustrate the importance of situational influences on perceptions of difference
- To learn why adding one or two individuals from a different social identity group may not produce the expected benefits in terms of creativity and problem solving
- To apply and reinforce the material from the award-winning video, “A Tale of O”

Instructions

This video is a classic based on the work of Dr. Rosabeth Moss Kanter from the Harvard Business School. It is a particularly effective way to make the point that both “X”s (majority) and “O”s (minorities) may behave and think differently based upon the numerical makeup of the workforce. “The Tale of O” provides a visual experience that students can relate to because all of us have been different at some time in our lives.

However, these lessons can be quickly forgotten without reinforcement. This writing assignment provides students with an opportunity to relive this experience by applying the theoretical perspectives from the film.

1. Obtain the DVD of the “A Tale of O” which is available for purchase with a user’s guide from www.trainerstoolchest.com. (phone: 877-288-6657)
2. Instruct students to take meaningful notes as they watch the video.
3. Conduct a discussion about the contents of the tape. See the user’s guide for ideas.
4. Ask each student to select an appropriate topic for his/her “O” experience. Remind students that they must clear this topic with you before completing the assignment.
5. Announce any changes you make about the length and format of the paper that you require.
6. On the day that these papers are due, be sure to have the students share their experiences with their classmates.

Teaching Tips

Remind students that their experience must be safe, alcohol and drug free and respectful of others' privacy. These are the reasons for not allowing students to attend Alcoholics Anonymous meetings, go to gay bars, etc. Recycling a previous experience, such as a semester spent abroad usually doesn't produce as thorough an analysis as a new experience that is intended to duplicate the ideas conveyed in the themes of the DVD.

Interesting student "O" experiences have included such ideas as attending a religious service of another faith, young people attending Bingo games in a nursing home, a male student joining an aerobics class, a female student shopping for a pick-up truck, and a female student shopping wearing a burqua.

INTEGRATIVE QUESTIONS FOR SECTION II

Section II. Integrative Questions

INTEGRATIVE QUESTIONS FOR SECTION II

1. If Sowell is suggesting that someday the United States like so many other countries in history may lose its dominant position in the world, wouldn't the United States be better off to impose immigration barriers now to prevent this from happening? Why or why not?
2. Think about the immigrant roots of your family. What has been the contribution of people from these countries to American culture?
3. In terms of change, what are the lessons from Sowell's article for organizations like the Coca-Cola Corporation?
4. Although China has experienced rapid economic change in the past thirty years, what aspects of Asian culture might be the most resistant to change and why?
5. What lessons does the Salacuse article provide in terms of successfully negotiating with clients from other cultures when you are not sure what countries/cultures they originated from?
6. When a person is the only one of his or her race in an office, how might he or she behave differently? Why?
7. In an office where everyone is white except one African American, Hispanic or Asian co-worker, what can the white workers do to be more inclusive of their coworker of color? What should they not do?