

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Strategic Diversity Management, Understanding Multiculturalism and Inclusion.

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Public Administration in

Public Sector Management and Leadership

By

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December 2019

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Abstract

Strategic Diversity Management Understanding Multiculturalism and Inclusion.

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This research explores the intricacies of multiculturalism in an organization. It seeks to explain how multiculturalism affects an employee's ability to navigate being included in the workplace. The idea of diversity has evolved to also include secondary and tertiary dimensions not mentioned in the primary understanding of the protected classes traditional associated with diversity management. This research will examine how these expanded dimensions of diversity can be incorporated into strategic planning for diversity in a multicultural workforce. This study seeks to understand some of the reasons behind low diversity within an organization. Managers will be informed on how biases and judgments influence the work climate and can slow the effectiveness diversity training. Some of the theories and solutions regarding how to manage multiculturalism in the workplace will also be discussed.

Introduction

Statement of the Problem

The abundance of different cultures in the workforce today is a result of hard work dedicated to inclusion and diversity. In 1964, the Civil Rights Act was the culmination of years of fighting for equal rights in this country. Since then, policies like Affirmative Action and the Equal Employment Opportunity were created to correct discriminatory practices of past generations (Davis & West, 1984). In 1978 the Equal Employment Opportunity Act was initiated as an amendment to the Civil Rights Act of 1964 (Davis & West, 1984). During this time, the Carter Administration initiated policies that required equal hiring in proportion to applicants of minority status (Davis & West, 1984). Many amendments and mandated policies were initiated between 1964 and 1980 to bring diversity into the American workforce.

The Migration Policy Institute, (2019) noted that after the 1970s, immigrants from Mexico dominated the migration flow into the United States. When the recession hit the U.S. between 2007 and 2009 immigrants from Mexico were on the decline and other immigrant populations began to migrate (Zong, Batalova, & Burrows, 2019). Immigrants began to migrate from Asian countries like India and China with the largest migration groups followed by other immigrants from the Dominican Republic, Cuba, Venezuela, El Salvador, and the Philippines (Zong et al., 2019). Given new migration trends, it is imperative that diversity management is revisited and revised for a modern, changing population in the current workforce.

Having a workplace environment that is inclusive is increasingly complex as hiring managers work to follow EEO/AA guidelines. Government tends to be the highest employer of minorities, but these jobs are lower paying jobs (Nelson & Tyrell, 2015). Employment databases categorized large groups together like the term “Asians”, to an ethnic group. This broad

description is assigned to various ethnicities who often have different experiences in the workplace both socially and economically (Nelson & Tyrell, 2015). Although the primary descriptions of diversity were met with the inclusion of other races, the secondary (i.e. family status, language, religion, nationality) and tertiary (i.e. perceptions, feelings, beliefs and attitudes) qualities that effect the workers and work environment groups were not being addressed. The secondary and tertiary divisions of the primary group are equally important to consider in a plan for diversity (Mazur, 2010). When these other dimensions are missed managed cultural tensions begin to develop, work group dynamics are affected and retention rates diminish (Shore, Chung-Herrera, Dean, Ehrhart, Jung, Randel, & Singh, 2009; Martin, 2014).

Purpose of the Study

This study will assist management teams who seek to maximize diversity by showing the benefits of being culturally cognizant of its staff. Whether employees are new immigrants or an ethnicity that represents one of the different cultural groups in the workforce. Today, managers who strive for successful diversity planning are conscious of these cultural demographics in the workplace. Planning for the secondary and tertiary subgroups of diversity will also help immigrants and other cultures who sometimes struggle to find their place in the work environment (Shore et al., 2009). This plan will establish guidelines and expectations of workplace common courtesies.

Management's role is to create a work environment is diverse on purpose. Hiring managers can divert judgements and biases in diversifying staff by establishing hiring practices that consider different cultural backgrounds require different strategies to choose good applicants (Pitts, 2009; Hofhuis, Van Der Zee & Otten, 2016; Rubaii-Barrett & Beck, 1993; O'Brien, Scheffer, Van Nes & Van der Lee, 2015; Rivera, 2012). Management cannot ignore that these

judgements and biases exist, but devise ways to minimize tension to reduce the temptation of minority staff to leave (Martin, 2014).

Theoretical Perspective

There are few theories and solutions to the causes of low diversity in a multicultural work setting that include the Negotiating Reality Theory, Dynamic Model Theory and Nudge Theory. The Negotiating Reality Theory examines how each culturally protected class can lose its sense of self within a work environment (Isotalus & Kakkuri-Knuuttila, 2018). Managers who place stereotypical values on subordinate workers prevent those employees from reaching their full potential (Isotalus, et al. 2018). This theory encourages management to examine those stereotypical ideas about their co-workers to create an open dialogue on staff development which creates valuable opportunities for all employees (Isotalus & Kakkuri-Knuuttila, 2018). Research that uses the Dynamic Model theory suggest a systematic approach to control workforce diversity. This theory encourages managers to control application, appointment and departure rates strategically to minimize the causes of low diversity (O'Brien et al., 2015). Managers who use this theory will institute plans that track and give special considerations for disadvantaged applicants. This theory suggests controlling hiring practices for preferential promotions because of unconscious or implicit bias in hiring managers (O'Brien et al., 2015). This theory also suggest that managers create an environment where minority employees feel included (O'Brien et al, 2015). However, putting the former theories into practice takes systems to guide management. The Nudge Theory addresses using a systematic approach to increase diversity overtime. This theory understands that diversity integration is a slow progression and with purposeful planning management staff can lead a successful diversity management system (Hunt, Layton & Prince, 2015). Time is a necessary factor to reduce stereotypes, judgements and

tensions in a multicultural work setting and it is not expected to be automatic (Harrison, Price & Bell, 1998).

Theoretical Resolutions

There are a few solutions for management teams that seek resolve periods of low diversity in a multicultural work setting. One solution is to ensure job satisfaction by incorporating and actualizing secondary and tertiary dimensions of diversity (Rubaii-Barrett & Beck, 1993; Mazur, 2010). With these secondary and tertiary considerations being made by management staff, subordinate staff can understand how they are important to the organization (Rubaii-Barrett & Beck, 1993). When management creating value with all employees it helps to improve the workplace climate and the desire to stay and grow with an organization. The climate in the workplace is not limited to management's efforts to create opportunities for diversity, employees too must bear the burden of working towards diversity (Rubaii-Barrett & Beck, 1993). However, management team's role is to take the lead to create a climate that neutralizes biases and encourages and values diversity within.

Global Impact of Diversity

Diversity management is not just a U.S. problem, it is a challenge around the world. As a result of millions of people migrating across the globe, managers are forced to deal with multiculturalism in the workplace (Rubaii-Barrett & Beck, 1993; Ashikali & Groeneveld, 2015; Madichie & Nyakang'o, 2016). These migrants are having an impact on the work environment as workers learn to deal with diversity. These workers who are both native and non-native deal with feelings of inclusion vs exclusion with their coworkers (Ashikali & Groeneveld, 2015). Diversity programs that only focus on the minority group to the exclusion of the non-minority group create resentments and feelings of exclusion. It's important to give a fair

amount of attention to all employees to avoid focusing on minority groups at the neglect of other employees (Choi & Rainey, 2014).

Management teams that master process and policy can easily deal with aspects of diversity like attrition, which is also a global issue. Different generations are also having to learn to work together and put aside judgements and biases when it comes to age (Madichie & Nyakang'o, 2016). Planning for diversity also includes different social demographics to create a working environment that comes together seamlessly.

Best Practices

In order to building diversity-inclusive workplaces, managers can decide to institute some new best practices. Management teams can work with hiring consulting firms to help construct assessment tools for hiring and recruitment, invest in diversity manager specialist and develop neutral qualifiers that bypass innate cultural biases (Rivera, 2012). Healthy positive work environments create a level of openness and interpersonal development that allows diversity programs to flourish amongst staff. The benefits of diversity include eliminating group think and narrowmindedness, creativity and transparency increase, it promotes multiculturalism and reduces both implicit and explicit biases (Groggins & Ryan, 2013). Because of the change in population has created a many of culture in the workplace. It is important to examine the causes of low diversity in the workplace. It is important that management teams understand how other cultures think and include them in the plan for diversity in organizations.

Section Summary

From the review of the literature it is understood that diversity management requires organizations to go beyond meeting federal requirements. Having an arbitrary number of a certain ethnic group and a yearly training is not enough. There are many aspects to managing

diversity that a successful management team should incorporate. Ancillary methods of incorporating diversity into the workplace include both secondary and tertiary needs of the worker that influence their experiences and beliefs (Rubaii-Barrett & Beck, 1993; Mazur, 2010). Understanding these secondary and tertiary needs are a necessary part of good management training and development.

Management teams can experience the benefits of purposefully hiring for diversity and working to maintain a diverse staff. Some of the benefits include eliminating group think, minimizing judgements, biases, and narrowmindedness. Creativity can flourish and openness amongst coworkers is developed (Groggins & Ryan, 2013). With purposeful effort biases can be minimized and a productive multicultural work environment can be facilitated within an organization. There is a lack of research on what the specific secondary and tertiary needs are for each cultural group. Organizations need to understand how to effectively incorporate these needs into effective diversity training. This paper will discuss solutions to the persistent issue of creating a work environment that is inclusive, culturally cognizant, and purposefully diverse.

Review of the Literature

Management within an organization must look at diversity beyond the quotas and numbers. Diversity does not just mean having a certain number of different types of workers, i.e. arbitrarily hiring four Black people, four Latino people, three White people, six Asian people and at least seven of them need to be women. Within those typical groupings of Black, White, Latino and Asian there can be several different cultural backgrounds and life experiences that are being integrated into a workspace. Some of these employees will feel most comfortable around people who look, and act like them. It takes time to get to know other cultures in a diverse workplace.

This section is a review on the literature that discuss multiculturalism and diversity in the workplace. It will examine new ways to look at diversity through multiculturalism and how an organization can integrate multiculturalism into its diversity management plan. The literature review section will cover how the workplace environment is now complex as managers work to comply with EEO/AA requirements (Nelson and Tyrell, 2015). Also, hiring managers may be diversifying, these groups are layered with ethnicities that have different social and economic experiences (Nelson and Tyrell, 2015). The literature will show how culturally cognizant managers can create stronger diversity programs by incorporate secondary and tertiary dimensions of diversity into planning and training (Mazur, 2010). The literature will discuss how managers have a role in diverting judgements and biases by establishing hiring and promoting practices that use different strategies to find diverse applicants (Pitts, 2009; Hofhuis et al., 2016; Rubaii-Barrett and Beck, 1993; O'Brien et al., 2015 and Rivera, 2012). The literature reviews three theoretical practices regarding low diversity and multiculturalism in the workplace. Those theories include the Negotiating Reality Theory (Isotalus, & Kakkuri-Knuuttila, 2018), the Dynamic Model Theory (O'Brien et al., 2015) and the Nudge theory (Hunt et al., 2015). Also,

this literary review will reveal that low diversity is a global issue that can be reflected in different social demographics such as age and different ethnic interactions at work (Rubaii-Barrett & Beck, 1993; Ashikali & Groeneveld, 2015; Madichie & Nyakang'o, 2016). The literature will show how process and planning for various social demographics will help managers create a more cohesive environment for all employees (Madichie & Nyakang'o, 2016). The literature review explains how process and planning will create new best practices that help managers prevent low diversity that suggest consulting hiring firms to construct recruitment assessments and neutral qualifiers (Rivera, 2012). Creating a path for diverse multicultural work environments reduces implicit and explicit biases while allowing creativity and interpersonal development to flourish (Groggins & Ryan, 2013). Although balancing low diversity may be challenging, consistency helps bring positive change to the workplace.

Workplace Environment and it's Complexities

Management staff must have a consistent plan of action that implements federal guidelines regarding Equal Employment Opportunity (EEO) and Affirmative Action (AA). The ability to purposefully and consistently implement these federal laws were pragmatic even in the 1980s, twenty years after the civil rights laws were initiated (Davis & West, 1984). In the '80s lawmakers began to move away from the general idea of the Pendleton Act, where employers were expected to select applicants based on their ability and not their group identifiers (Davis & West, 1984). These employers were only hiring employees to comply with federal guidelines but still had discriminating practices in the workplace. Local governments were required to have actionable plans that incorporated diversity because of the unfair work practices that discriminated against minorities. The federal government put the responsibility of managing the Equal Employment Opportunity and Affirmative Action federal guidelines at the local level

(Davis & West,1984). “Developments at the federal government level have influenced sub-national governments to formulate and adopt affirmative action plans” (Davis & West,1984, p.17). Thirty years after these mandates to formulate and adopt AA/EEO plans, organizations are still struggling with the complexities of diversity.

Government jobs provide income for many minorities within the Public Sector. Public sector employment is the single most important source for employment for African Americans according to a labor study by Stephen Pitts at the UC of Berkeley Labor Center (Nelson & Tyrell, 2015). As cited by Nelson and Tyrell, a study by Todd Gardner, for the Urban Institute, found that local government can be divided into high and low paying jobs, which African Americans, Latinos and other races continue to dominate the lower paying jobs and are mostly underrepresented in high paying management jobs (Nelson & Tyrell, 2015). The term other race is also problematic when data is collected and analyzed on employment demographics. Ethnic groups can be lost in the statistics because of grouping. “There is a wide range of diversity among broad racial categories, even socioeconomic experiences [and levels of employment] vary widely.” (Nelson & Tyrell, 2015, p. 4). The article gave an example of Vietnamese communities facing higher unemployment than their Asian counter parts (Japanese and Indians), but being lump together statistically when reporting employment data (Nelson & Tyrell, 2015). Each state and county may have different demographics according to which ethnicity is more dominate than the other and there are differences in subgroups within those ethnic groups. Despite these differences among subgroups in different cultures, government jobs are still a stable source of income for diverse multicultural populations.

Dimensions of Diversity

According to the literature diversity is categorized in three ways, primary, secondary and tertiary. The primary way of understanding diversity is defined in terms of race, ethnicity, gender, age, and disability. The secondary way of understanding diversity is through religion, culture, sexual orientation, thinking style, geographic origin, family status, lifestyle, economic status, political orientation, work experience, education, language, and nationality. The secondary way of understanding of diversity examines how people identify within their culture and how to adjust for the way that they identify the workplace environment (Mazur, 2010). The third way of understanding diversity is in its tertiary dimensions. The tertiary dimensions of diversity are defined in terms of one's beliefs, assumptions, perceptions, attitudes, feelings, values, and norms (Mazur, 2010). When diversity is discussed in the workplace all aspects of the primary, secondary and tertiary dimensions must be accounted for when devising strategic plans to ensure that all aspects of the diverse employee base are being addressed.

"These [*dimensions*] may intertwine to produce a unique synthesis of human profiles, made up of both differences and similarities. The dimensions interact with and influence one another and emerge or are displayed differently in different contexts, environments, and circumstances, making analysis and management complex." (Mazur, 2010, p.7).

The notion of cultural maintenance through reinforcing positive attitudes about diversity and its complexities within a workplace, allows the perception diversity to be more accepted by staff (Hofhuis et al., 2015). As management teams that develop trainings, they should consider the other sensitivities that secondary and tertiary dimensions add to the work experience.

Management staff must be cognizant of how various cultures process integration and what they

value in life to successfully mitigate the primary dimensions, the secondary and tertiary dimensions.

Culturally Cognizant Multiculturalism

As the immigrant population continues to increase, strategic diversity management must include training to understanding these new cultures and their process of integration into the American workforce. Within the study of diversity management, some authors focus on cultural and national origin diversity. These authors indicate that culture can be visual, observable and have some degree of acculturation. “While some elements of culture are visible and observable (e.g. accent and religious apparel), others are subtle due to varying degrees of acculturation” (Shore, et al., 2009, pp. 124). Immigrants try to assimilate into U.S. culture, as they become a part of the American workforce. According to Shore et al., (2009) cross-cultural psychologists agree that an immigrant will either, “(1) reject its own culture and that of the whole society (marginalization), (2) reject its own culture and accept that of the host society (assimilation), (3) maintain its own culture and reject that of the whole society (separation), or (4) maintain its own culture and except that of the whole society (integration)” (Shore et al., 2009, pp.124). Shore, et al., (2009) saw that certain authors believe that these immigrants are dealing with an identity crisis trying to figure out which cultural identity to take on between marginalization, assimilation, separation, and integration.

From a management perspective, it is important to be mindful of the ways in which cultures acculturate into the workplace to develop effective staff training. New workers and or different cultures want to be accepted in the workplace. They are trying to find ways to fit in through this acculturation process. A manager needs to understand this process of acculturation reduce perceived negative results of cultural diversity. As cited by Shore, et al., (2009), authors

agree that when thinking about cultural diversity, one can take a pessimistic or optimistic view. The negative or pessimistic view relates to how cultural diversity affects group dynamics. Diversity is seen as the cause of division in work groups. In a group setting, different cultures seek cultural identity through preference towards one another and in-group alliances. This preference for one another is seen as a negative effect of diversity. However, a more positive way of think about how cultural diversity, is that it can be beneficial because different cultures changes the group dimension and its ability to resolve problems, learn and process information presented to work groups.

Although Shore, et al., (2009) presents what he calls pessimistic as negative viewpoint, it is an actual occurrence in the workplace that management staff need to be aware of when thinking about diversity planning. Immigrants as well as different cultures already living in the United States, bring their own values and norms that influence their behavior and way of thinking in the workplace.

Cultural Values

Cultural values and norms that influence ones thought process can have a positive or negative effect in the workplace. For example, Latino Americans are increasingly becoming the dominate ethnic group in America and in the workplace according to the US Bureau of the Census 2008 (Offermann, Matos, and DeGraaf, 2014). Latino Americans and immigrants have values and norms that are unique to their culture group. According to Offermann et al., (2014), Spanish is the primary non-English language spoken in the US workforce. Language is one of the secondary dimensions of diversity to be considered when planning for diversity. For Latino Americans, language is an important part of their cultural identity, "...nearly all Hispanic adults believe it is important for future generations to be able to speak Spanish (Taylor et al., 2012). ...

losing language ...seen as losing a part of the self that is linked with cultural heritage and identity (Portes and Rumbaut, 2011).” (Offermann et al., 2014, pp.646). Unlike English speaking workers who might not take an affinity to their native language, other non-English speaking workers still have a connection and value their language and the country of origin.

Language usage has become a point of juxtaposition for managing diversity. Immigrant that are increasingly from Central and South America, Mexico and the Caribbean speak some variance of the Spanish language (Offermann et al., 2014). While management seeks to value the importance of this part of cultural identity, it must acknowledge that it is a source of feelings of exclusion for some non-Spanish speaking individuals. The Offerman study examined six themes that concern a multilingual work environment. One of those themes touched on how the idea of inclusion vs exclusion affects an organization’s environment. With multiple languages spoken in the workplace the theme of inclusion vs exclusion is described as a sense of being excluded because one does not understand what another person is saying around them. Single language workers describe a “sense of exclusion from coworkers who spoke only Spanish was the most commonly cited issue for non-Spanish speakers” (Offermann et al., 2014, pp.651). While Spanish speaking workers in Offermann’s study did not intend to exclude coworkers by aligning with one another because of similarities that they shared with people like them it just naturally happens.

Although L. M. Shore criticized the idea that in multi-cultured group settings, that like would attract like, as a pessimistic way of thinking about multicultural group dynamics (Shore, 2009, pp.124), the tendency to be drawn to one another because of similarities is a natural occurrence. Therefore, managers that have multilingual workforce must devise ways to foster cohesion between cultural norms of English speakers and non-English speakers to build bridges

and remove the barriers that unintentionally cause division. Clear expectations of what management and administrators have agreed upon are common courtesies will create a positive work environment for all cultures in the workplace. Management must work to devise a work environment that is inclusive, and everyone is treated fairly.

Purposefully Diverse

A successful diversity management system is managed from the top down. Interviewed managers and HR directors in Offermann's study, "were aware of their role in trying to help create a positive an inclusive work climate for everyone." (Offermann et al., 2014, p. 656).

Creating a culture of inclusion in the workforce and the implementation of diversity policies lets employees know that administrative team is working with management to ensure that the work environment is diverse. It is important that every worker knows that their organization is a place where opinions and contributions are valued. This can only be accomplished when management creates strategic plans to divert learned judgments or biases that may influence hiring practices or managerial tasks (Pitts, 2009; Hofhuis et al., 2016; Rubaii-Barrett and Beck, 1993; O'Brien et al., 2015; Rivera, 2012). Management must understand how other cultures think and include them in the workplace culture. Creating an environment of inclusion and understanding will help the workplace to be pleasant, minimizing the tensions brought on by biases and unfair work practices that develop into contentions in the workplace due to cultural differences.

Cultural tensions contribute to the barriers of low diversity in an organization. Language is a significant contributor to tension because of suspicions from both native language speakers and non-native language speakers. Language is a tool for communication, but it can also be a means of division because of misunderstandings. Language can psychologically separate workers into subgroups and fuels fears in coworkers that the U.S. is divided (Offermann et al.,

2014). Stereotypes and implicit biases also are a contributing factor to low diversity because they affect the workers that are directly impacted by these ideas. Stereotypes and implicit biases are the sources of contention that influence unfair hiring practices in organizations that contribute to low diversity (Rivera, 2012 and Hofhuis et al., 2016). Cultural tensions also decrease the minority retention rate. People are more likely to leave the organization when they perceive that the workplace is not diverse (O'Brien et al., 2015). Cultural tensions also reflected in the inability to achieve harmony in group settings in culturally diverse environment (Martin, 2014). Working through these points of contention among coworkers will create a better workplace for all cultures and it is up to management to acknowledge that these tensions exist and devise plans to help minimize, intervene or eliminate the issues in a multicultural work environment.

Theories and Solutions to Low Diversity

The solutions to workplace diversity are rooted in theory about diversity management and best practices. This section will explain some of those theories that can help do resolve contributing factors to low diversity when dealing with a multicultural environment.

Negotiating Reality Theory

There is not one singular philosophy or theory specifically for diversity management. However, there are similarities in the type of solutions to create diversity in the workplace. Negotiating Reality Theory suggest that diversity management should look at reality in terms of Aristotle's notion of virtue (Isotalus & Kakkuri-Knuuttila, 2018). This theory was developed by Victor Friedman and Ariane Berthoin Antal. The theory suggests that the traditional categories of diversity "such as race, gender, nationality, ethnic origins, disability status, religion, sexual orientation, and age, are loaded with contextually varying cultural meanings" (Isotalus &

Kakkuri-Knuuttila, 2018, pp. 452), are marginalizing and not ethical, nor politically neutral. These categories of diversity lead to a diminished sense of identity because of the stereotypes that are developed and influence ways of thinking about coworkers. These ideas that are developed are harmful to both the dominant and subordinate staff positions. The subordinate worker may never realize their potential or even given a chance because of the harmful ideas that dominate staff have about them (Isotalus & Kakkuri-Knuuttila, 2018). Minority or subordinate staff may leave because there is no room for their contributions and or advancement within an organization.

Instead, management staff should work to deconstruct these values that are given to these traditional categories. According Isotalus & Kakkuri-Knuuttila (2018), deconstructing these values may lead to exposing historical, contextual meaning and struggles between people with diverse backgrounds. This can only be overcome by creating an environment in which there is open dialog and communication between staff members in organizations. This open dialogue will create value and inclusion in an environment that deals with a multicultural staff. The Negotiating Reality Theory gives staff members an opportunity to simply relate to one another. Ideally, this would create an environment where staff can develop meaningful and valuable opportunities to understand each other's uniqueness without hiding behind the stereotypical judgments that are a result of the traditional categories of diversity.

Dynamic Model Theory

The authors Katherine R. O'Brien, Marten Scheffer, Egbert H. van Nes, and Romy van der Lee, discussed "Dynamic Model" in their article on diversity. O'Brien et al. (2015) suggest that organizations use a systematic approach for changing low workforce diversity. In this theory, if an organization can control its application, appointment and departure rates they can

minimize the factors that may be causing low diversity. Systems must be instituted to ensure that an organization is increasing rather than decreasing.

O'Brien et al. (2015) believe that diversity management within an organization is the right business practice. Application diversity can be increased by tracking recruitment plans and having considerations that some applicants have disadvantaged circumstances. O'Brien et al. (2015) suggest that the appointment system needs to be controlled for preferential promotions within the organization. Managers may assume that implicit biases in promoting only "people like us" does not exist but these biases are in the workplace. "Unconscious or implicit bias favoring 'people like us' and descriptive and prescriptive bias arising from stereotypes is well-documented [4, 30,50 (O'Brien et al., 2015, pp.10). Educating these managers on the benefits of diversity can help to control these unconscious biases.

Controlling departure bias is a result of having a work environment that is centered on inclusion where the minority employees feel connected to the organization. This includes systems that have mentors and role models to help minority staff members feel like they are wanted and apart of the organization. Developing such programs can help minorities understand that they can grow and be a part of the organization. Minority staff members are considered those staff who are not dominate in culture and ethnicity. Traditionally, the term minority was used to describe an ethnic group other than white, however in a multicultural work environment it is used to describe those who are least represented culturally.

Dominant groups may not be aware of their bias and judgments. That is why training and concentrated effort in recruiting and fostering potential leaders through mentorship and role modeling can minimize departure bias. The Dynamic Model theory relies on systems to acquire and maintain diversity in an organization. After creating a system to maintain diversity, it is best

to create a system so that the managers and employees clearly know what the organizations expectations are.

The Nudge Theory

There's also the “Nudge theory” that was discussed in the readings of McKinsey & Company's *Diversity Matters*, report by Hunt, Layton and Prince (2015). The Nudge Theory takes a systematic approach purposely designed to increase diversity and improve its management over time. This theory recognizes that organizational transformation is slow to progress when it comes to diversity. Unconscious bias creates barriers to successful diversity programs that retain diverse staff, which ultimately affects the organization in a negative way.

This theory is modeled after authors Scott Keller and Colin Price's article entitled *Beyond performance How Great Organizations Build Ultimate Competitive Advantages*. That article introduced key steps for successful diversity programs. They suggested that organization should work through management staff to (1) Aspire to where they want to go by the finding clear value proposition; (2) Assess how ready they are to go there by establishing a fact base; (3) Architect, design what is needed to get to where management wants to be through creating initiatives in the organization; (4) Act, on how to manage the journey by defining a governance model; (5) Advance, examine how the management team can move forward, by developing inclusion practices. Without a continuous plan for inclusion, diversity management systems will not nudge along but remain stagnant or become nonexistent. Working diversity over time into management initiatives will help diversity to progress and develop within an organization.

Authors Harrison, Price and Bell, (1998) also emphasized the element of time. These authors examined how that time was a necessary factor to reduce surface-level judgments and tensions that occur when multiple cultures work together in a group. Time is necessary to

eliminate stereotypes that workgroups have about one another. These authors did qualitative research on diversity in groups and social integration in which they hypothesize that length of time would weaken surface-level diversity and strengthen the effects of deep-level diversity as members got a chance to get to know each other. (Harrison et al., 1998). As these surface-level diversity issues are minimized job satisfaction will increase among those who were directly affected by judgements, stereotypes and biases that were inflicted on them in a multicultural environment.

Solutions to Low diversity

Job Satisfaction

The literature often compares a minority group to a dominant group or males to females, focusing on the primary understanding of diversity as it relates to job satisfaction. The literature determined that job satisfaction is dependent on many things that are reflected in the secondary and tertiary dimensions of diversity (Rubaii-Barrett & Beck, 1993). When these secondary and tertiary dimensions are addressed the climate at the workplace appears to be tailor made. There is no way to satisfy all workers individually but focusing on what a culture values and what makes them unique makes an individual feel appreciated. The climate in the workplace changes when staff can identify and believe that they are an important part of the organization.

Workplace climate

Similarities and differences in the workplace climate, the perceptions and job satisfaction between Anglo Americans and Mexican Americans employees were found to be different based on cultural values (Rubaii-Barrett & Beck, 1993). The Mexican American employees valued respect more than other employees and perceived it to be disrespectful to the entire group of Mexican American employees if one member of the group was disrespected.

“Group identity was found to be much greater importance among Mexican-American employees, thus managers should consider the implications of their actions directed toward one member of the group as potentially being interpreted as if directed to the entire group” (Rubaii-Barrett & Beck, 1993, pp. 517). Job satisfaction was seen not on an individual basis but as a group’s satisfaction with a job (Rubaii-Barrett & Beck, 1993).

Although management within organizations may acknowledge that hiring practices and the workplace culture may not be diverse, it should also be noted that workplace climate disfunction is not always because of management’s decisions. Scholars who study ethnic and racial difference at work have discovered that the Organization cannot bare the total responsibility of its employee’s satisfaction on the job (Rubaii-Barrett & Beck, 1993).

A worker’s satisfaction is the result of many extenuating circumstances including social, psychological and cultural factors that influence an employee’s attitude and beliefs. As a result, each employee will respond differently to various experiences on the job (Rubaii-Barrett & Beck, 1993). Plans developed by management to minimize surface-level cultural differences rely on each employee making a personal decision not to mistreat one another and to value the differences that everyone brings to the workplace climate.

Diversity Management is a worldwide challenge

Creating diverse work environments is not germane only to the United States. Studies have shown that diversity management is also an issue in other countries. Other countries struggle to implement the primary dimensions of diversity and incorporated them into a plan of action (Rubaii-Barrett & Beck, 1993; Ashikali & Groeneveld, 2015; Madichie, & Nyakang’o, 2016). As migration continues to increase all over the world, other countries are learning how to best incorporate all three of the dimensions of diversity into an actionable plan to improve the

work environment. The United Nations reports that over 1.4 million people will need assistance with resettlement in 2019 (“Resettlement needs set to rise to 1.4 million people in 2019, UN Refugee agency reports”, 2018). The new host countries and employers will have to work to improve their relations with these new cultures by developing diversity plans of action acknowledged multiculturalism. Dominant workers and subordinate workers must acknowledge their own judgments and stereotypes that hindered cohesive workplace environments with other cultures.

Some authors that examined diversifying the workplace took a qualitative approach, such as the study of Dutch native groups vs. non-native Dutch groups within public organizations. Tanachia Ashikali and Sandra Groeneveld, studied the effect of diversity to the extent that the employees felt that they were being excluded or included based on the diversity management protocol. The author's approach to this study using the social exchange theory which “refers to a social relationship between the employee and an organization that goes beyond the formal contract alone” (Ashikali & Groeneveld, 2015, pp. 772). They found that if an organization focused on inclusion there was no need to focus on a specific minority group in diversity management plans. This article found that the dominant groups are critical of diversity management tools that focused solely on the minority group were less likely to value human resources attempts for diversity (Ashikali & Groeneveld, 2015). An organization that worked to be inclusive of all employees proved to have a positive effect and benefited the organizational goals. The extent that all workers believed that they were being included in the organizational environment affected their feelings towards the organizational environment and their job satisfaction.

The significance of fairness to individuals in an organization was also examined in the literature when it came to job satisfaction. This is like the study of the native Dutch and non-native Dutch employees, where it was important for the native Dutch employees to have a sense of inclusion to buy into the diversity programs in the organizations. The literature did not study if the diversity programs were fairly implemented to the extent that all employees had their needs met, but it did find that fairness created an environment accepting programs about diversity (Choi & Rainey, 2014). It is a daunting task to attempt to be fair to everyone and to make sure that the primary, secondary and tertiary needs of employees are being met but it is not impossible with good policy and procedures.

The Importance of Process and Policy

Having good policy and procedures helps management in organizational planning (Galinsky et al., 2015; Madichie & Nyakang'o, 2016). In an article on South Africa's public sector organizations, organizational planning regarding its aging workforce was reviewed. An aging workforce is one aspect of social demographics in diversity management. Today, there are different generations who work with one another and each generation has its own ideas about work.

"Due to the different age groups, values and attitudes among employees differ. They do things differently and even communicate differently. It is, therefore, evident that these differences be identified and address at the point of recruitment to team building and motivation, all crucial aspects of human resource management and therefor workforce planning." (Madichie & Nyakang'o, 2016, pp. 862-863).

Working with generational ideologies that are different, adds another nuance to diversity management.

There is an imperative in the public sector for properly planning for an aging workforce and their impact on other generations while still at work (Madichie & Nyakang'o, 2016). In South Africa, seasoned worker who had reached a mandated retirement, forced diversity managers to plan for their departure. Plans needed to be made to incorporate the knowledge of the older generation with the skills and education of the younger generation. Some of the challenges that those managers faced with different ages in the workforce included: clashes in values related to authority, commitment to an employer and the use of technology for idea sharing and communication. Those managers worked to find ways to translate the knowledge from the departing workers and utilize the capable and technology driven youth beginning to work for the government. Like the South African managers dealt with this transition, management teams must plan for all social demographic variances that influence diversity planning.

Building Diversity-inclusive Workplaces

Adam D. Galinsky, Andrew R. Todd, Astrid C. Homan, Katherine W. Phillips, Evans P. Apfelbaum, Stacey J. Sasaki, Jennifer A. Richeson, Jennifer B. Olayon and William W. Maddux (2015), collaborated on best practices, from a policy perspective, on how to manage low diversity in the workplace and emphasized the benefits of having a diversified workplace. Methods to remove barriers that limit diversity opportunities in the organization have been developed (Galinsky et al., 2015). The authors suggest that eliminating groupthink and narrowmindedness are benefits of diversity in a workplace. Also, creativity and transparency are proven to be present in an organization that is diverse. If managed effectively, diversity promotes multiculturalism and reduces implicit and explicit biases through cross-cultural contact. In a group setting this increased communication and promoted the process of complex thinking

(Galinsky et al., 2015). Lauren A. Rivera (2012), discussed the hiring and recruitment practices that affect the level of diversity within the workplace. Her article suggested hiring consulting firms to create sample assessment tools through role-playing, concrete guidelines that identify good candidates for employment, invest in diversity managers, align recruiting and hiring managers through developing neutral qualifiers that bypass cultural biases of these gatekeeping staff (Rivera, 2012) when designing plans for diversity.

The idea that positive influences of diversity can work for the betterment of an organization is a common theme that is discussed in the literature on diversity management. The positive influence of workplace climate can incubate diversity and cause it to flourish (Groggins & Ryan, 2013). Groggins and Ryan used a case study based on interviews and observations to understand how a healthy workplace environment is a result of the level of openness and the development of interpersonal skills. Without developing good interpersonal skills, an individual does not have the capacity to benefit from diversity programs designed by management.

There are many benefits to creating a diverse workplace. Incorporating diverse staff into the workforce promotes creativity and cross-culture communication that will ultimately benefit an organization (Groggins & Ryan, 2013). Securing a diverse workforce may take some time to develop (Hunt et. al, 2015; Harrison et al., 1998). However, strategic planning by management can increase in diversity by making it a priority and create procedures to encourage and maintain diversity. Management staff may consult with recruitment partners or develop a neutral hiring standard for ideal candidates who are looking to grow and contribute to the success of the organization.

Section Summary

The literature reviewed summarized the importance of creating and maintain a multicultural work environment that acknowledges the secondary and tertiary dimensions of diversity. The benefits of having a diverse staff that understands their value to its employer out ways the push back that diversity programs may bring (Groggins & Ryan, 2013; Galinsky et al., 2015). Management teams must develop plans that surpass judgements, biases and negativity towards other cultures, ethnic groups and minority status (Madichie & Nyakang'o, 2016). By working with outside agents to be neutral in hiring process and instituting fair promotion procedures are some ways to overcome low diversity (Rivera 2012).

Research Question and Aim

How effective are current diversity management practices at DPSS as perceived by employees? The purpose for this study is to qualitative compare formal rules with informal norms when it comes to diversity, respect and cross-cultural interactions in a public sector organization. This study seeks to understand how can a management teams can reduce tensions between coworkers and increase retention rates of diverse staff in a multicultural environment by incorporating secondary and tertiary dimensions into diversity planning.

This research will explore the formal and informal dimensions of diversity management, more particularly as it relates to the department's strategic management planning. The goal of this project is to bridge cultural differences, develop cultural sensitivity and inclusiveness among employees. This research contribution is to enable management teams to reduce tensions between coworkers and increase retention rates of diverse staff in a multicultural environment by incorporating secondary and tertiary dimensions into diversity planning.

Research Design

Introduction

This study is proposed by the researcher in fulfillment of the requirement for the degree of Master of Public Administration in Public Sector Management and Leadership. The purpose of this study is to examine multiculturalism and the idea of inclusion as a part of an organization's strategic management planning. This study will focus on the dynamics of multicultural interactions in the workplace and how that contributes to or detracts from the efforts of management teams to improve the workplace climate for its employees.

General Approach

This study will take an explanatory approach to examine how low diversity is affected by multicultural employee relationships. This explanatory approach is used because research has found that these workplace relationships can have a negative or positive affect on workplace diversity (Martian, 2014; O'Brien et al., 2015; Isotalus & Kakkuri-Knuuttila et al., 2018). This study wants to determine if low diversity is directly affected by how one is treated by other cultures in the workplace. Many diversity management staff are forced to address issues that arise because common courtesy and respect may not be demonstrated in the workplace (O'Brien et al., 2015). Understanding what an individual or ethnic group believes is respectful or courteous can help inform training that can be implemented in strategic diversity management planning strategies.

Delimitations

The delimitations of this project are using the all the Department of Public Social Services staff as study for multicultural diversity management. According to Forbes.com, the county of Los Angeles has 107,500 employees and DPSS represents about 14,000 of those

employees (“#12 County of Los Angeles”, 2019). The survey will be sent via email to all 14,000 staff at every level of occupations.

Sampling

This study will use the Department of Public Social Services as a public organization to be observed. The Department of Public Social Services (DPSS) has about 14,000 employees according to the annual report (*About Us* [n.d.], www.dpss.lacounty.gov). This research questionnaire will be sent to all of them with the expectation that 3-18% will respond to the open-ended questionnaire and that at least 45-68% of the staff responding to the 5-point Linkert email survey. The staff will have the option of recording their answers via webcam in privacy for the open-ended questionnaire if they choose.

Data Collection Methods

This is a longitudinal study that uses surveys over a period of nine months. The participants will vary because of the diverse staff members working for the DPSS. These staff members range an age, gender and are multicultural and multilingual in most of DPSS offices. The participants will also range in their job title as well. The survey will include demographic questions about, age, gender, and ethnicity. This study will provide questionnaires to different ethnic groups to receive a narrative analysis about their experiences with other ethnicities in the workplace. As discussed in the literature review employment databases often lump people with varying social obstacles and employment outlooks together in one large group (Nelson & Tyrell, 2015). These large groups encompass wide range of ethnicities with varying socioeconomic experiences (Nelson & Tyrell, 2015). For example, the descriptive terms Asian or Hispanic comprise of different ethnicities with varying experiences in the workplace. The survey will also inquire about what makes them feel respected and valued individually and as a cultural group.

The design and distribution of the surveys will be completed in three-month phases. The first survey sent will consist of open-ended questions and the answers will be analyzed to create a 5-point Likert scale questionnaire. In three months, this 5-point Likert scale will be sent by emails to all DPSS employees to determine their perspectives individually and culturally. Based on that response an additional 5-point Likert scale will be sent at the six-month period to give time to individuals to answer the questions and to monitor the trends in answers over a period. The results of these two tests will be used in a paired t-test model will help management staff analyze employee's feelings and experiences change over time. With each survey acknowledging that feelings change overtime will be delineated so that staff can understand that management is attempting to get a clear picture of what is important to the staff given their different backgrounds.

Data Analysis

Based on the response to the emailed surveys this study will provide a unique vantage point to create an analysis on diversity amongst DPSS employees. Participants will share how they perceived diversity in DPSS at their offices in its current state. These employees will also share what they need as individuals to perceive that DPSS is a diverse employer. Since questions will be geared to analyze how employee's secondary and tertiary aspects of their unique culture are being met, the results will be coded based on which dimension that it falls under. Author Mazur (2010) argued that the secondary and tertiary needs of individuals are an important part of the work experience because they interact and influence on one another (Mazur, 2010). The survey will inquire about what is considered common courtesy to them as individuals and as an ethnic or cultural group. As authors Offermann et al. (2014) discovered, secondary dimensions like language can be a barrier for some employees, but also create since of

identity and bonding for other employees (Offermann et al., 2014). It is important that the survey asks individuals how they feel personally regarding the question and how they believe their ethnic group would relatively react to the questions. Answers from employees that have to do with religion, culture, sexual orientation, thinking style, geographic origin, family status, lifestyle, economic status, political orientation, work experience, education, language, and nationality will be coded under secondary dimensions. Answers that are defined in terms of one's beliefs, assumptions, perceptions, attitudes, feelings, values, and norms will be coded under the tertiary dimensions. These answers when compared over time will help managers develop a more insightful diversity training.

Discussion

Discussion of the Contributions

This study examined how the effects of an increasingly multicultural work environment affect diversity in the workplace. The study showed how job satisfaction and retention rates are linked to the secondary and tertiary levels of diversity for employees (Rubaii-Barrett & Beck, 1993; Mazur, 2010). When employees know they are valued because of the efforts made by management staff to incorporate meaningful diversity trainings they are less likely to leave the organization (O'Brien et al., 2015; Rubaii-Barrett & Beck, 1993; Galinsky et al., 2015). When workers know that their satisfaction as an individual or culture are included in the development of diversity planning this affects the work environment (Choi & Rainey, 2014). When the workplace climate appears customized it helps workers diminish negative perceptions, judgements, implicit or explicit biases that cause cultural tensions. In time, the diversity in the staff allows coworkers to get to know one another and work past the surface level difference to understand coworkers on a deeper level (Harrison et al., 1998).

Limitations

The limitations are few but can have a significant impact on the study. It cannot be controlled how many of the 14,000 staff open and respond to the email survey. Also, management cannot account for an individual or group that does not desire to be open to cultural differences of their coworkers. Implicit and explicit biases and judgements may not be easily admitted to or changed (Groggins & Ryan, 2013). Plans and training can be implemented by management staff, but individuals and cultural groups may only be compliant to the training because it is a requirement reducing the plans and trainings effectiveness. Meanwhile the desire

to understand other cultures may be absent among employees which will hinder diversity management attempts to diversify on a long-term basis.

Some of the other limitations are the length of time that this study requires. This process must be conducted over time to get a clear picture of how multiculturalism is truly impacting the employee's job experience. Another limitation is the level of participation. Low participation can lead to an unclear understanding of how diversity planning can be changed for the workplace. Low participation will also limit DPSS's understanding of how individuals are being treated by other cultural groups. Also, truthfulness and openness of staff members who participate. It will not be clear how the truthfulness of the answers will be determined. It is also not clear how open workers will be with the open-ended questions. The answers received must be taken at face value and programs, process and procedures must be developed from the answers of those who participated.

Ethical Considerations

Some of the ethical considerations are the individual employees right to privacy. The research does not intend to expose individuals as a racist or divisive culturally. The research seeks to understand the employee's opinion and employees can expect not to be exposed to their employer in a negative way. Employees can expect to freely express themselves pertaining to the questions asked on the open-ended questionnaire without reprimand. This free form model will greatly inform the Department of Public Social Services management will have to use the answers provided in the questionnaire along policy that sets organizational expectations that help to eliminate barriers that are brought into the workplace. Because the process and policy coming directly from management and organization will have purposefully made the workplace diverse and minimizing the elements that cause low diversity in the workplace.

Conclusion

The conclusion will be better understood after the study is conducted. However, it is the opinion of this study that staff want to be heard if they are experiencing discrimination. Most employees are not taught that the secondary and tertiary dimensions are also valuable and important for an employer to protect while they are employed with an organization. Balancing these dimensions among many different cultures and demographics is challenging to management staff (O'Brien et al., 2015; Rubaii-Barrett & Beck, 1993; Galinsky et al., 2015). These research findings will help to inform the plans of management staff as they develop marketing campaigns and more insightful diversity trainings based on the responses. DPSS staff will see a noticeable difference because staff members will see that their opinions were listened to and are now a part of the work culture will increase job satisfaction (Rubaii-Barrett & Beck, 1993; Mazur, 2010). Policy and procedure designed and implemented by managers that are aware of the intricacies of having a workplace that is multicultural can benefit the employees in a positive way and increase retention of a diverse workforce (Galinsky et al., 2015; Madichie & Nyakang'o, 2016). Although individuals in organizations may be slow to change behaviors purposeful efforts to insist on following the strategic plan for diversity can eventually change the work climate and reduce low diversity patterns.

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Appendix A

Open ended questions: First through third months

1. Are your secondary diversity needs important to you in the workplace? Why? or why not? (*Secondary diversity needs are those needs related to religion, culture, sexual orientation, thinking style, geographic origin, family status, lifestyle, economic status, political orientation, work experience, education, language, and nationality*)
2. Is it important for you to identify with your culture or other cultures while at work? Why or why not?
3. Are your tertiary diversity needs important to you in the workplace? Why or Why not? (*tertiary diversity needs are one's beliefs, assumptions, perceptions, attitudes, feelings, values, and norms*)
4. Have you ever been discriminated against and not reported it? Why or why not?
5. How can your employer improved diversity training from your perspective?

5-point Linkert Test: Fourth through sixth month

1. On a scale of 1 to 5, rate your employer's ability to meet your secondary diversity needs? (1-poor to 5- excellent) (*Secondary diversity needs are those needs related to religion, culture, sexual orientation, thinking style, geographic origin, family status, lifestyle, economic status, political orientation, work experience, education, language, and nationality*)

1 2 3 4 5
2. On a scale of 1 to 5, rate your employer's ability to meet your tertiary diversity needs? (1-poor to 5- excellent) (*tertiary diversity needs are one's beliefs, assumptions, perceptions, attitudes, feelings, values, and norms*)

1 2 3 4 5

3. On a scale of 1 to 5, rate your employer's commitment to diversity in the workplace? (1- poor to 5- excellent)

1 2 3 4 5

4. On a scale of 1-5 How well do you get along with other cultures in the workplace? (1- poor to 5- excellent)

1 2 3 4 5

Months six through nine repeat same 5-point Linkert Test as prior months.