

Black Students' Reaction To Diversity Initiative

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ABSTRACT

A heated business-class discussion led to an exploratory interview of African-American students concerning the state of diversity initiative in the USA. The students strongly believe that blacks and other minorities do want diversity initiative, but they also strongly believe that American managers are not handling diversity well. Managers are seen to be serious with diversity only to the minimum needed to just satisfy or pacify Equal Employment Opportunity and Affirmative Action laws. Despite this belief, black students still prefer to work for primarily white organizations than primarily black systems. Most of them very sadly stated that organizations run by blacks do not fare as well as those run by whites because many black people are too "layback" and their systems seem to exhibit confusion. Brief implications of these results are offered.

INTRODUCTION

The United States of America is diverse, and it takes a good synergistic management approach to tap the hidden benefits of diversity. Inequality in the workplace has prompted the move toward diversity initiatives. A look at the U. S. history can show us where inequality has resulted in the workplace. For instance, during slavery period, African-Americans were not considered equal to whites and were forced into slave labor. Following the civil war, segregation, especially in the south, led to inequity in job opportunities and education. It was not until the Civil Rights act and other government initiatives were in place that African Americans and other minorities began to enjoy better opportunities. "Today, we can still note the inequalities between different groups that are now based on more of an economic inequity. Our schools are not preparing students to be successful in today's workforce and our inner city schools are lacking the support to give their students the same opportunities that their middle and upper class counterparts are receiving." (Kellough and Naff, 2001).

Hudson Institute projected in 1987 that the year 2000 would experience demographic increases in women, ethnic minorities, and older workers in the work place (Ricucci, 1997, p. 38). Company managers were advised to take appropriate initiatives to capitalize on the changes. An organization can survive and thrive significantly if its strategies match the forces of the

environment of which it is a part. Diversity and its increasing forces are part and parcel of today's business system's environment. Besides the fact that the United States is becoming more and more diverse, U.S. enterprises have operations and customers in multiple nations and require the services of internationally diverse group of employees to satisfy their internal workforce needs.

Although women and minorities are entering the corporate internal workforce, glass ceiling still exists for these groups (Howden, 2000; Internetwire.com, 2001). For instance, a 2002 research conducted by Women of Color in Corporate management showed that even with the increase of female minorities in companies, glass ceiling remains intact and leadership opportunities had in fact declined over the past three years (Hughes, 2002). Wentling's study of 2003 still points that diversity management in organizations is at a critical stage (Wenling 2003) while Viohl (2003) is calling for managers to see diversity initiative as a matter of ethics in management. He noted that some managers actually exist that will work aggressively toward derailing diversity management initiative. This assertion tends to confirm the minority employees' belief that managers only employ diversity management initiatives just to meet the requirements of societal laws (Wilson 1997; Oguhebe 2004b), thus making the minority employees feel unwanted or not important.

Based on the above presentation, this paper reports an exploratory study of black students' reaction to corporate diversity initiatives in the USA. Results from more studies like this can help both the government and corporate managers affirm or re-evaluate their diversity efforts. Certo (2000, p.6) stated that management is the process of working with people and through those people and other organizational resources in order to achieve organizational goals. Kreitner and Kinicki (1992, p. 12) held this definition too. It simply means that in his process of planning, organizing, staffing, directing, and controlling the activities or issues of an organizational system, a manager must be able to work with and through his employees in order to make any meaningful achievement within and for the organization.

This explanation is made more important and implementation-imperative when we take a closer look at management discipline's generally accepted definition of the word, "organization." We seriously, and sometimes in parrot-like manner, say that an Organization is a group of people functioning (working) together to achieve a common goal (see any Organizational Behavior text such as Greenberg and Baron, 2000, p. 4; Griffin, 1999, p. 6). We also strongly state and believe that this organization is dynamic and must operate as a system (specifically, an open system—interacting with its environment) in order for it to survive in its world being paraded by threats and/or opportunities of cultural, political, economic, technological, competitive, and global forces (Katz and Kahn 1978). As a viable system, all members of the organization and its resources must feel and see themselves as interdependent (not independent of one another) in order to operate and produce results attributable to a true competitive system. Such interdependence and performance are also adjusted to fit the dictates of the environmental forces in which the organization operates. Perceptions of African-Americans regarding the current state of diversity initiative in the USA will certainly help to sharpen approaches to enterprise diversity strategies toward easing the company's management and organizational processes in relation to its internal and external environments.

THE LITERATURE ON DIVERSITY

The literature on diversity is plenty, spanning from diversity membership to how to manage them. We are now in the phase where significant members of numerous organizations are made up of women, the old popular minorities (blacks and Hispanics), huge older work force, thousands of entry-level workers who lack basic reading and Math skills, huge numbers of Chinese, Indian, African, Middle-Eastern, and 'everywhere' workers just as predicted in Shraeder (1999). By year 2050, a cumulative of Asian, Pacific Island, African, Hispanic, and Native American is projected to no longer be a minority in the U.S. population (Bremner and Weber, 1992). A recently added minority group is the disabled. According to the U.S. Census Bureau's 1994-95 data, approximately 72.2% of African Americans with disabilities and 51.9% of Hispanics with disabilities are not working...85.5% of African Americans and 75.4% of Hispanics with severe disabilities are not working. Individuals with disabilities who are members of other minority groups are also disproportionately represented among the unemployed. (Howden, 2000).

The U.S. Bureau of Labor Statistics forecasted the composition of the United States' labor force from 1996 to year 2006 (Fullerton 1997, www.bls.org). The youth labor force (ages 16-24) will grow faster than the overall labor force for the first time in 25 years. The fastest growing age segment consists of workers aged 45 to 64. Year 2006 workforce will consist of 72 percent of white (non-Hispanic), 12 percent Hispanic, 11 percent black, and 5 percent Asian and other minorities. The fastest growing groups are Hispanic and Asian/other, for they experience immigration and birthrates higher than the national average. Women participation in the labor force will continue to hover at about 46 percent mark. About 75 percent of them work full time.

The number of new jobs created in the United States usually exceeded the rate of growth of the U.S. work force, besides the fact that the number of Caucasians that leave the work force are much less than the number of minorities that do the same (Kreitner and Kinicki 1992, pp 46-58). This phenomenon continued to force the increase in minority workers and for the House Judiciary Committee to authorize hiring hundreds of thousands of immigrants (Wall Street Journal, August 14, 1990). Adding to the push toward global competition and hiring of qualified people around the globe, we certainly have business systems with potentially a work force as diverse as the different values, beliefs, and attitudes represented in the universe. America of today is not really a melting pot, as it was originally believed, but a salad bowl of about 47 distinct cultures, spanning different national origins (Millet 2004). A melting pot depicts uniformity, but a salad bowl marks distinctiveness that can be clearly seen among members, requiring extra effort to manage in order to harmonize the difference.

Defining Diversity

Diversity can be defined as a situation that exists when members of an organization differ from each other in terms of age, gender, ethnicity, and/or education (Luthans, 1995, p. 51). Some of the eight multi-national corporations employed in a recent diversity study (Wentling, 2003) stated that diversity (a) has to do with valuing the differences that everyone brings to the organization, (b) is an inclusive approach that maximizes individual contribution in a manner that serves the total system, the market places, and the employees, (c) is ensuring that the work environment is representative of the variety of people in the company's environment, (d) is the full utilization of our human resources, which translates into company's strength and

competitiveness. Answers from aware corporations indicated that the forces that drive diversity initiative constitute demographic changes, diverse market place, legislation and law suits, globalization, top management diversity focus, need for improving product quality and competitiveness, and creating diverse work teams (Wentling, 2003; Luthans, 1995).

Palmer (in Dobbs, p. 161) stated that cultural diversity may be defined using three paradigms: The Golden Rule paradigm sees diversity as a matter of individual responsibility and morality; Right the Wrongs paradigm sees diversity as establishing justice for the target groups who were systematically disadvantaged in the past; and Valuing All Differences paradigm sees diversity initiative as recognizing and utilizing all differences in what the company does. According to the National Institutes of Health, diversity is an all-inclusive term that extends beyond race and gender, which places workers in many different pay classifications and personnel systems, including age, geographic considerations, personality, tenure issues, and many other personal and company characteristics (<http://www1.od.nih.gov/ohrm/oeo/wdi/wdi1.htm>). As mentioned earlier, diversity also takes into consideration the people-with-disability factor. This group has its own culture and should receive attention in developing diversity initiative.

Evolution of Diversity Initiative

According to Wentling (2003), the Civil Rights Act or movement stimulated the diversity programs of all of the eight multinational corporations in her study. It then evolved into developing support systems by forming task forces, employee networks, steering committees, management teams, advisory councils/consultants, and holding awareness-based diversity training. The third stage marks greater commitment to diversity through linking diversity initiative to business strategy, educating and training members on organizational diversity, communicating its importance to all through newsletters, CEO speeches, and company reports. The fourth stage is a more serious linking of diversity initiative to the strategic plan of a business organization, defining short and long-range goals of the program, creating accountabilities, and demanding results. The final stage is the development of international diversity initiatives.

Golembewski (1995) identified five developmental stages of diversity initiative. Diversity Under Duress, equivalent to the melting pot theory, suggests that diversity is temporary and requires a temporary strategy, for humans entering into a different culture will sooner or later get assimilated into the new culture. Diversity is only acknowledged when there is a great need. Legislation of Equal Opportunity is the next stage, forcing employers to avoid discrimination against women and minorities. Helping EEO through Affirmative Action is the next stage, which requires employers to provide goals and strategies in hiring and promoting under-represented groups, causing employers to actively seek these people. Next is the Valuing of Differences where the business moves away from just protecting the under-represented groups toward developing friendly initiatives to tap the benefits of the differences. This stage was highly influenced by the passage of the Civil Service Act, which mandated employers to practice staffing function in such a way that the internal workforce should be representative of the workforce diversity in the community or communities where they operate. The final stage is Managing Diversity where corporate leaders have learned to relate diversity initiatives to organizational goals, culture, and reward systems. The focus is on building friendly cultures,

ethical awareness, norms, structures, and skills that promote maximum learning and skill development of all employees (Viohl, 2003).

The equal employment opportunity laws prohibited discrimination based on race, color, ethnicity, religion, and gender in employment. Affirmative action requires the establishment of goals and timetables for the hiring, promotion, and job training of members of certain minority and women groups. It was designed to compensate for past discrimination. (Wilson 1997, p. 27). According to Wilson, cultural diversity initiative is not based on law; it is a way to ensure the success of the laws. It is about implementing programs that can assist employees in reaching their full potential for their company. Unfortunately, many employees tend to assume that implementing diversity is the same as following EEO regulations and Affirmative Action. To help differentiate among EEO, Affirmative action, and diversity management, the National Institute of Health states the following:

Affirmative action programs are an outgrowth of EEO laws, rules and regulations. Affirmative action is government-initiated and mandated in certain circumstances. It is compliance-based and relies on statistical comparisons of various demographic groups. Affirmative action programs contain goals and timetables designed to bring the level of representation for minority groups and women into parity with relevant and available labor force indices. Affirmative action programs seek limited bottom line results by changing the mix of women, minorities, and persons with disabilities in a particular agency. Affirmative action programs generally cover those groups protected by Title VII of the 1964 Civil Rights Act. Where appropriate, and subject to legal interpretation, agencies may set affirmative employment goals to increase the numbers of women, African-Americans, Hispanics, Asians, Native Americans, white males, and people with disabilities.” (<http://www1.od.nih.gov/ohrm/oeo/wdi/wdi1.htm>)

Planning and Implementation of Diversity Initiative

Wentling (2003) showed that companies may use micro and/or macro level strategies in planning for diversity initiatives. Macro level is where the diversity departments and top executives establish diversity initiatives for the organization. Micro level is where the business unit managers set diversity goals and determine strategies according to their needs. At both levels, diversity needs can be ascertained through employee surveys, cultural audits, benchmarking, demographic statistics, focus groups, interviewing managers, employee exit interviews, former-employee surveys, electronic brainstorming, and studies by external researchers on diversity. In line with Wentling, Wheeler (1996) had found that the most common tools by corporations in assessing environmental factors are employee surveys, cultural audits, and focus groups. Half of the corporations studied by Wentling implement their diversity plans through the human resource department, which reports to the CEO of the companies. The other half employed separate diversity-initiative departments, which report directly to the CEOs. The business unit managers implement their diversity strategies with help from the headquarters in the form of task forces, internal consultants, or a specialized staff.

Organizations are just beginning to understand the magnitude of benefits obtainable from a diverse workforce's creativity, fresh approach, and innovative thinking. "Diversity provides a broader range of knowledge, skills and abilities; better decisions based on different perspectives; better services to diverse populations; and the ability to recruit excellent talents from the entire labor pool." (Mathews 1998 p. 35). Organizations that practice diversity initiative effectively value each person as an individual. These companies appreciate, respect and enjoy each person's uniqueness. The most successful programs these organizations employ include input from employees as well as consistent program evaluation. There is no instant solution to problems caused by implementing diversity programs; however, through continuous trial and error, the best programs will emerge. (Mathews 1998, p.35). An extensive work by Kellough and Nafft (2001) produced, among other findings, explicit and implicit recommendations about the steps organizations should take to create better environment for diversity.

Seven most common ones are reviewed. Companies are advised to ensure managerial accountability; re-examine Organization's Structure, Culture, and Management Systems; pay attention to organizational membership make-up; provide training; develop mentoring programs; emphasize shared values among employees, customers and stakeholders; and promote internal identity or advocacy groups---some studies advocated this recommendation on the grounds that it can help groups representing specific categories of nontraditional employees such as women, African-Americans, gays, etc. mitigate potential isolation, it may provide leadership in resolving conflicts (see Morrison 1992, Cox 1994, Thomas and Gabarro 1999, Dobbs 1996, Digh 1997; see Norton and Fox 1997, for disagreement with this approach---see Kellough and Nafft 2001). A variant of this approach is to establish "advisory" groups that include representatives from many distinct groups in the workforce (Wilson 1997, CAPS 1996, Fine 1995-- in Kellough and Nafft 2001). The latter approach is more preferable; the former seems more like setting up the organization for entropy as the system encourages identity to factions instead of to the company.

Diversity Training

The benefits of diversity-training programs accrue to both managers and employees. To managers, such programs help in improving recruitment and promotion policies, allow managers to become creative/innovative by employing skills of a diverse workforce, and help managers become more effective leaders by increasing employee morale and cooperation through matching employees with jobs that are compatible with their unique skills (Wentling and Palma-Rivas, 1997). Besides bringing the issues of traditionally marginalized groups to the open and revealing other organizational norms that need questioning (Raisfeld, 2000), diversity-training programs boost employee morale and motivation, promote greater employee job satisfaction and organizational commitment, improve overall environment of the system, and promote sense of fairness and openness, which promotes trust in the environment (Wentling and Palma-Rivas, 1997). Dealing with opposition or backlash from traditionally privileged members of the system is a major barrier that change agents (aware managers) must have to face. Aware CEOs should also watch out for insensitive managers who will like to sabotage diversity initiative.

For training to be successful, trainees should see it as helping to further or strengthen their careers (Burkart in Cross and White, 1996). Training sessions should not be seen as gripe time or period of white-male bashing, but should shift to teaching the basic skills needed to relate

effectively to one another, providing information and experiences that will help employees recognize their strengths/niche, and avoiding the stimulation of further discontent, feelings of anger and guilt (Hemphill and Haines, 1997; Chesler, in Cross and White, 1996, p.99).

Although most diversity-training programs are organization-specific, Raisfeld (2000) identified three common elements of a diversity-training program that companies use: Conducting a diversity audit of a business firm helps the employer or hired consultant to understand the demographic profile of the company, perceptions of managers and employees on diversity issues, and current practices that may serve as roadblocks in career advancement opportunities to certain groups of employees. Providing diversity training for managers and employees focuses on getting these trainees to be aware of their own biases on diversity and getting them to value differences and be sensitive to cultural differences. Designing and implementing diversity programs identifies existing internal management systems, practices, and policies that may currently prohibit any workforce group from progressing in the company. Corrective action is then taken to rework those policies or strategies to be in line with promoting diversity initiative. Solomon (2002) discussed three diversity-training programs that were most popular among companies. Awareness-based training program focuses on promoting tolerance and acceptance. It provides awareness of diversity issues to trainees by exposing participants' stereotypical assumptions and motivating them to be sensitive to differences. In the Atlanta Bellsouth corporation research that asked participants to list common stereotypes of particular groups, a review of the contents showed that 99 percent were negative. Trainees became aware of their biases following this exercise. Skill-based training focuses, not just on creating awareness, but on building new diversity-interaction skills, reinforcing existing skills, and creating inventories of skill-building methodologies (Henderson, 1994). Integrated-based training is a combination of the attributes of macro and micro strategies.

BLACK STUDENTS' ATTITUDE TOWARD WHITES: A CLASS REPORT

Fifteen years' experience of teaching in historically black institutions of higher learning revealed that African-Americans (as reasoned by many black students) are still very suspicious of white people's involvement in their affairs. They do not exhibit signs of comfort when they are faced with a situation where they have to deal with Caucasians or, most importantly, when they feel that their progress may have something to do with white people's participation. Heated class discussions tended to always show that these students would prefer not to work in a predominantly white organization if they can help it. The common reasons have been and they always state: you can't trust them to treat you right, they are racists (general stereotype), they treat you as nobody or unimportant, they do not like black people's welfare, you have to work twice as hard as your white counterpart before you get recognized, and a nonverbal response (stare-faced anger from some students as if to say--the teacher was suggesting that white people are good. When asked why they looked that way, some of them opened up and stressed one or more of the first five descriptions, and then drew a general, negative conclusion.

In response to the above perceptions that occurred in the Spring Semester 1990, a mandatory assignment was given to the whole class of 100 percent African-American students [32 pupils]. The task requires that each student must collect a survey-information from at least 30 people—15 black managers and 15 white managers, and they have to meet them face to face. It took

quite an extra effort to get one particular student to agree to do the research. He hated to deal with white-Americans under any circumstances.

Thirty days later, when the assignment was due, this tall, black student was one of the first to state and quote, "I was treated better by white folks than by my own people." Majority of the students collected the surveys and were satisfied with how the Caucasian population treated them. Attitude change began for some of these students. However, the negative perceptions, though may not be completely discounted, led me to speculate that many people may not like diversity initiative but will always prefer homogeneous organization as long as their race constitutes the membership. For instance, one Russian student out of the 3 that returned their diversity questionnaires strongly indicated that he/she does not believe that diversity initiative is good and that homogeneous business system is the best (Oguhebe 2004). The reason he/she gave is that diversity is difficult to deal with. Two of the 7 did not respond. Two indicated that diversity initiative is important for it allows for creativity and room to work with people of different backgrounds.

In another instance, after the 2004 Olympic in Athens, Greece, there are white people who are furious about the integration of the National Basketball Association and very happy that the USA Olympic basketball team, which was mainly of black players, was beaten by the "tall and smarter" European white teams, causing the dream team to capture bronze instead of the gold medal. In responding to the article, "*European Basketball Players Beat American Blacks*," by WhiteRights' forum writer, James Buchanan (2004), a forum member from Alabama responded:

Fantastic article! I was thinking the very same thing last week. The Nigger Basketball Association (NBA) has become a circus of performing apes. I stopped watching it after Larry Bird retired. The Celtics led by Bird, McHale, Ainge, and Walton (white players) and complemented by Parrish and Dennis Johnson was the greatest dynasty in NBA history since league integration. And now the Europeans are really showing the NBA that black doesn't equal a superior basketball player or team. In fact, it's a detriment, which parallels how nations, states, and cities that are run by blacks end up being the worst places on earth to live. (Patriosince62, 2004).

In another article, "*The Black Problem*," (defcon9852, 2004), another white nationalist wrote about his experience with black people in year 2002 when he checked into a 125-room building in Minnesota, close to a university. He and his girlfriend were two of the only 7 white people in the building. He lamented that after his experience with blacks in this residence that he became a white nationalist or supremacist. A summary of his writing is as follows: (1) He had been brought up to be tolerant of other races, though he never felt that way. Public schools pump whites that blacks are not the problem and they don't live up to the stereotypes. In quote, "It wasn't until I graduated and moved out of my house did I see the black problem." (2) First thing he learned about blacks is that "most of them do not like to work." (3) There was not a minute in the day when you will not hear their "gangsta rap" or yakking on their cell phones, making one to wonder how they all not work and still have cell phones, eat Doritos, and pay rent. He began to ask them to find out the answer and was labeled a racist. Finally one of them told him, Welfare. (4) This is a major problem in this country---black people. "This black population enjoys living from the government's breast. I have two jobs and still go to school, I pay my

taxes, and where do they go?” (5) Most blacks engage in selling drugs and constantly got evicted. Even those that work, do it for the sake of buying drugs. (6) Stereotypes about blacks are true, and stereotypes do not come out of nowhere.

Many white nationalists responded to this article with total agreement. One of them wrote: “Personally I can’t comprehend black people’s infatuation with such short-sighted and self-destructive behavior. Does anyone else feel that older blacks (especially in their 60’s) are much more tolerable? I’d like to see what kind of men this hip-hop generation of blacks would become. I think maybe they are still going through puberty.” (Myskow 2004).

Group Interview With 28 Black Students

Like the above white persons (and others like them) who certainly will not like to have a diversified organization with a black skin (or different skin colors) in it, one may speculate that some black people may not desire diversified organization too, especially after analyzing black students’ concerns stated earlier. So the teacher’s second response was to initiate an exploratory study of black students’ reaction to diversity initiative to help in our study of diversity management. In mid-September of 2004, twenty-eight black student seniors were engaged in a group interview and discussions on the following questions:

- a) Is diversity in business organization good or bad?
- b) Is dealing with diversity in business organization good or bad?
- c) Do you think that American managers are dealing with or managing diversity well?
- d) Do you think that Caucasians in general do like diversity initiative?
- e) Do you think that African-Americans or other minority groups do like diversity initiatives?
- f) Given a choice, where will you prefer to work---in a predominantly black organization or in a predominantly white organization?

Students were registered in a business class, with an average age of about 21, eight males and twelve females. Their verbal and nonverbal attitudes and behavior were observed. Interview and discussion took a total of three hours. Every participant was relaxed, felt very comfortable, and had ample time to air his or her views at each question. Anyone can change his/her mind after listening to an opposing argument. The teacher brought the questions one by one, question number ‘a’ to question number ‘f;’ questions were not discussed simultaneously.

Interview and Discussion Results

Results show that black students categorically believe that diversity and diversity initiative are necessary for the well being of the minority members in a primarily Caucasian organization. However, they do not believe that white managers are doing their best to design and implement true diversity-management programs. They strongly believe that most Caucasians do not like diversity initiative, and Caucasian managers are only trying to implement some form of window-dressing diversity strategy just to get by the laws of the land. One can feel the pains on their bodies as they unanimously describe this view. Some actually felt as if they were in the situation and experiencing this *Black Minority Effect* (BME) already. This effect can be described as a

composite of all the black students' negative perceptions of white people in general as listed earlier—feelings of not being wanted or needed, feelings of being hated or disliked, feelings of have-to-work harder than the majority race to be recognized, feelings of white apathy against black people.

To the teacher's surprise, majority of the black students (58%) prefer to work in white organizations than in black organizations. They very regretfully and sorrowfully stated that black people in general are "too layback," and that organizations run by black people are either filled with confusion or not quite as progressive as white-run systems. The reason for poor performance of black organizations is fully pointed to black people who run them, no one else. These black students are very eager to see their role models behave wisely toward rearing black people in general to wake up and to compete, and to steer clear of always blaming white people. Verbally and nonverbally, they were frustrated at how black people have not risen to the call and pains of the late civil rights leader, Dr./Reverend Martin Luther King Jr. They laid all the blames upon black people and not upon anyone else. Many of them believed that black people have very low self-esteem, and this makes them to feel low or subordinated in most situations.

TABLE 1

RESULTS OF GROUP INTERVIEW AND DISCUSSION

[28 African-American Students Respond to Corporate Diversity Initiative in America]

QUESTION	RESPONSE	STUDENT EXPLANATION	IMPLICATION
A) Is diversity in business organization good or bad?	"It is good." A unanimous response.	The students strongly felt that diversity initiative in American business organizations is good and necessary, and that managers should definitely deal with diversity where blacks do not feel discriminated against, psychologically isolated, and being subdued at the fringes of the system.	White managers must work extra hard to assure black people that they are serious about having black race around the system. Talk must be backed by actions.
B) Is dealing with diversity in business organization good or bad?	"It is good." A unanimous response.		Black leaders in America has a big job to do---they need to re-examine themselves to see if they have been good role models to young blacks.
C) Do you think that American managers are dealing with or managing diversity well?	Mainly a disagreement (about 80 percent) and slight agreement.	They see white managers as just pretending to be diversity-sensitive but can do everything within their power to suppress any rising or promising black employee. They strongly believe that most Caucasians dislike diversity-initiative, and that the white managers are forced to sometimes consider black people because of the laws.	When things fall apart, the center no longer holds. Black leaders have a lot to do to strengthen black families, which in turn helps raise strong children/adults that can withstand societal challenges and fosters high self-esteem.
D) Do you think that Caucasians in general do like diversity initiative?	"No." A unanimous response.		Black people are deeply wounded by years of experienced discrimination and fringed treatments by white people that it is almost too hard for the experience and its effects to be wiped off the minds of most blacks.
E) Do you think that African-Americans or other minority groups do like diversity initiatives?	"Yes" A unanimous response.	It was very tough when most of them still have to prefer to work in a predominantly white organization than in a predominantly black one, after hard reasoning. They sadly stated that blacks are "too lay back" and do not take serious matters quite as serious as do white people.	Managers must therefore exercise patience and go extra mile to integrate black members of their organization physically and psychologically. Hiring decisions of companies must exclude racists.
F) Given a choice, where will you prefer to work---in a predominantly black organization, in a predominantly white organization?	Very hard/stressful decision. Signs of sadness while evaluating what to do. Felt ashamed, through deliberations, about how black people manage their affairs. Predominantly White = 15 (58%) Predominantly Black = 11 (42%) [Mainly to avoid racist treatment]	Chaos and poor management are seen as thriving in black organizations. This outcome is surprising. The students felt ashamed and sad, wished to see things change in black values and attitudes toward work and achievement. They supported one member's argument that blacks should do away with inferiority complex to help quicken and strengthen diversity initiatives. [More than 70% of these students came from broken homes; parents are divorced]	U.S. government must desist from any activity that weakens the home so children can be raised by strong parents, and they will grow to like work and achievement. [e.g. welfare without equal work is destruction. Know the difference between discipline and child abuse]

IMPLICATIONS AND RECOMMENDATIONS

As a black professor, it is not easy to report these results. However, the report has a lot of implications for querying the activities of black leaders and leadership organizations and those of the white race in helping to achieve diversity-sensitive emotional corporate cultures in organizations. White managers must work extra hard to assure black people that they are serious about having black race around the system. Talk must be backed by sincere actions. Black people must help themselves to help diversity initiative work. Black leaders in America need to reexamine themselves to see if they have been good role models to young blacks, forget their selfishness, and make corrections. When things fall apart, the center no longer holds. The family is the center, and most black homes are broken—too-many parents are divorced, and black children are raised mostly by mamas or grandmas. Black leaders have a lot to do to strengthen black families, which in turn helps raise strong children/adults that can withstand societal challenges and fosters high self-esteem, a prerequisite for existing among diverse groups. Over 80 percent of the students in the study came from broken homes (divorced parents, raised oneself or by a single parent), and there was no deliberate action to choose these particular students. The subjects were part of a business class; all students were used in the study.

Finally, my observations over the years, and confirmed during this group interview, shows that African-Americans are deeply wounded by years of experienced discrimination and fringed treatments by white people to the extent that it is almost too hard for the experience and its effects to be wiped off their minds and hearts. It also clearly seems like generation after generation of African-Americans will continue to be affected by the past oppressive attitudes/behaviors that they had witnessed in the hands of the majority race, especially when some intolerant white person(s) continues to harass them. It is hard to understand until one actually experiences total empathy in this case. Managers must therefore exercise patience and go extra mile to integrate black members of their organization, physically and psychologically, and to quit associating with racial taboos that will remind black people about past negative treatments in a wrong way. Hiring decisions of companies must exclude people that hate diversity, or diversity initiative will be hijacked. More issues that will enhance diversity initiatives of companies deal with easing the pains of minority members, searching for a true diversity-sensitive management style, recreating/upgrading the corporate culture, black leaders and wrong priority, the majority race and the black race, and the USA government.

Easing the pains of minority members should be a humble thought of a sensitive manager and organization. Can you imagine the pains associated with the following feelings: the feelings of not being wanted or needed, the feelings of being hated or disliked, the feelings of have-to-work harder than the majority race to be recognized, the feelings of being alone when you desire to be included. *Black Minority Effect* (BME) is a terrible state to be in, and it is nuclear-destructive. The teacher discovered that BME is such a terrible and a permeating muster that can actually cripple a black person's mind to perform in a white person's environment, and it is capable of being transported from one generation to the next if not seriously dealt with. BME can be mitigated significantly if the organization is run by executives who have empathy skills and who can synergistically utilize their feelings to build a new corporate culture of tolerance, inclusive, and friendliness. When this happens, the management is a true diversity-sensitive group of people, and the culture is upgraded to the type that can stimulate all the benefits of diversity as

reviewed. Above all, the culture is an emotionally intelligent culture that maintains healthy employees who are ready to work for and to sacrifice for the system toward effective competition and results.

Black leaders and wrong priority points fingers to the powerful feelings of the students in the study, which indicates that these leaders may not have been as good a role model as they may believe. Black leaders need to understand the importance of the family unit and work very hard to discourage wrong marriages and government handouts that do not require hard work. Some of the students pointed to American welfare as one of the reasons why black people are layback. Black leaders must place at the top of their eternal programs on making black families strong through strong family-values, and work hard to discourage divorce and single-parenthood that are ruining black children and producing low-esteem adults in droves. The majority race should also contribute to offering constructive criticisms of minority race when destructive problems are recognized. Keeping quiet and letting the problem destroy the minority group is not really a good choice because the same problem can arise and attach itself upon the majority race for as long as all live in the same basket called the United States of America. That's why the golden-rule is the best approach. If you wish for someone to correct you if you were in the same situation, why not do it for black people. Criticize them constructively even when you may-be labeled a racist by some of them who may not understand your good conscience.

Finally, the USA government has been playing wrong cards in destroying both white, black, Hispanic, and other races' families that are residing in the country. The American government has worked very hard to displace the good husband (and become the husband), to displace the good wife (thus becoming the wife), to displace the good mom and dad (thus becoming the parents to the kids). The American government, through their very-weak laws and select programs, are actually ruining the precious homes through which the leaders of tomorrow will be produced. Loose welfare checks have kept many recipients lazy and prevented them from working hard toward educating themselves and getting good jobs or creating some jobs. Ill-creating laws have handicapped millions of parents from raising their children appropriately. These parents spare the rods and millions of American children are spoilt; these children grow up into loose adults (adults with loose ends). Now think about trying to harmonize adults with loose ends into working together to achieve a common goal as managers are mandated to see happen. The American government, who wishes to encourage smooth diversity initiatives in organizations, is really hampering these initiatives by taking on responsibilities in homes which only Moms and Dads can effectively handle.

CONCLUSION

All the training is good, but if a training program does not impart a feeling of empathy in minds and hearts of the majority-system race, the program may just be dubbed a waste-of-time-money-and-effort activity. A majority-system race can be an organization populated by primarily any race. The issue is that whichever race who is in majority excise empathy in dealing with the minority. In other words, a white fellow can find himself in a company that is primarily of black race. This white person must be treated with dignity and respect. It is the impartation of empathy that will produce practical sympathy, which will force a manager to treat others fairly or a member of the majority race to quit harassing and to turn to helping a minority member grow.

The service-learning branch of the management discipline can contribute toward building some empathy skills in business graduates who are exposed to it, especially if the activity is directed to opposite races.

Although this group of black students has generally blamed black people for their plight in the American system, the majority race (e.g. white people in the USA) must understand that they have a serious hand in the way that black people feel. Everyone, therefore, must cheep in to manufacture diversity initiatives that will synergistically tap the best juice out of a progressive amalgam of black people, white people, and whatever people for the organization. The golden-rule principle, do to others as you would like others do to you (if intrinsically accepted), can go a long way toward sharpening diversity initiatives of aware companies.

This group interview is certainly exploratory. More extensive studies that ascertain black people's attitude toward diversity are needed. The attitudes of other minority groups toward diversity initiatives of today's companies should be welcome. More studies will enable more in depth analysis that will assist us to make a more standing recommendation to business executives. As companies continue to break national boundaries in obedience to globalization initiatives, studies in international diversity management are needed. It will be interesting to know if domestic diversity initiatives of companies that operate in their diverse home nations can be of help and to what extent in international diversity approaches.

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