ISSUES IN DIVERSITY MANAGEMENT

Dr. Stephen B. Knouse

Alvin & Patricia Smith Professor

Department of Management

B. I. Moody III College of Business Administration

University of Louisiana at Lafayette

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

DIRECTORATE OF RESEARCH

Abstract

This report presents seven articles on diversity covering the content of diversity, the business case for diversity, diversity and military readiness, best practices of diversity management, diversity mentoring, generational diversity, and targeted recruiting for diversity. The choice of these seven articles was based on survey data of what senior military leaders and commanders wanted to know about diversity management. This report identifies several overall conclusions such as diversity is continually expanding; diversity is not always a benefit, it depends on the strategy; diversity can have far reaching organizational effects, and align strategy, recruiting, and diversity climate. Recommendations are to place these articles on DEOMI's Diversity Resource Network (DRN) Web page and provide links to other appropriate military Web pages.

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Introduction to Issues in Diversity Management

Introduction

The military is developing an increased interest in diversity management issues. As a primary advocate for diversity management, the Defense Equal Opportunity Management Institute (DEOMI) is in a unique position to offer resources for understanding and using various diversity instruments. Among these resources are papers describing aspects of diversity and diversity management. The purpose of this report, then, is to cover several issues raised in surveys of senior leaders and commanders about diversity. Based upon these concerns, seven articles are discussed:

Definition of Diversity Management. This introductory article examines various definitions of diversity, dimensions of diversity, benefits of diversity to the organization, and ways to deal with diversity problems.

Business case for Diversity. The article lays out the business case for diversity as nine ways to provide a competitive edge: better customer service, problem solving, critical analysis, toleration of differing ideas, understanding of organizational communication patterns, more flexibility, valuing fairness, innovativeness, and best practices. The business case works, if diversity serves the organizational strategy.

Diversity and Military Readiness. Six arguments provide the rationale for diversity management and its positive impact on military readiness. The type of mission dictates whether diversity works, diversity improves the organization regardless of mission, diversity makes the organization proactive, diversity management removes organizational barriers, diversity management reinforces continuous improvement, and diversity makes the organization flexible.

Best Practices in Diversity Management. A review of the literature reveals best practices of diversity management in recruiting, selection, training and development, retention, partnering, affinity groups, accountability for diversity, leadership, and feedback.

Diversity Mentoring. This article covers diversity mentoring in terms of unique mentoring problems facing women and minorities, adaptations to deal with these problems, and mentoring alternatives.

Managing Generational Diversity in the 21st Century. Three generations are of interest to the military (Baby Boomer born before 1965, Generation X born between1965 to 1980, and Generational Y or Millennial born after 1980). A review of the literature shows a number of differing characteristics in the areas of technology use, core values, and defining icons. Implications for generational management in the military follow.

Targeted Recruiting for Diversity: Strategy, Impression Management, Realistic Expectations, and Diversity Climate. This last article is a theoretical argument for improving targeted recruiting for diversity (focusing recruiting resources on certain diversity groups). Impression management techniques like ingratiation (image of a likeable inclusive organization) and promotion (image of a competent organization) can enhance these efforts, but such techniques may create unrealistically high expectations, and in turn lead to low job satisfaction and turnover. This article argues that unrealistic expectations can be reduced by having strategy drive recruiting, aligning impression management techniques with diversity climate, measuring expectations, and ensuring knowledgeable recruiters.

Diversity management refers to the ability to maximize the advantages of organizational member diversity and minimize the problems. Diversity Management is generating increasing interest in the business, academic, and military arenas. Witness the proliferation of current books

on the market. For example, a search in Amazon.com yields over one thousand book hits on "diversity management". In fact, searching the term "diversity management" on Google produces over one million hits to various kinds of documents.

Similar to business leaders, military equal opportunity advisors (EOAs) and commanders desire information on diversity management. While this technical report cannot provide all the answers, the hope is that the seven articles it contains provide a good cross section of information for users.

Rationale for the Seven Articles

The decision about which areas of diversity management to pursue was driven by two resources. First, the personnel of the Defense Equal Opportunity Management Institute (DEOMI) Research Directorate (J-9) as a primary Department of Defense resource base on diversity were polled for ideas.

Second, the EOA Front End Analysis (FEA) completed in May 2008 provided pertinent data from potential users in the field. The FEA listed survey data for senior leaders and commanders. Specifically, senior leaders desired information on the following areas of diversity management: generational issues, mentoring, recruiting for diversity, and diversity management best practices. Commanders wanted material on diversity management in general and best practices.

In addition, three criteria applied to choosing and developing the seven articles. First, they would not be "scholarly" articles, but rather straightforward presentations for leaders with limited reading time, such as *Harvard Business Review* articles written by academics for practicing leaders in the field. Second, the articles would be readable. Third, the articles would

reflect what EOAs and commanders in the field need as defined by the FEA described above. In short, the articles are designed to be user friendly.

Consequent to the review of the aforementioned articles, one is able to conclude that diversity is continually expanding. A new group of concern is injured military on active duty. In spite of this fact, diversity does not always improve the organization; it depends on whether diversity fits the mission and strategy of the organization. Furthermore, commanders must ensure that the strategy, mission, recruiting techniques, and diversity climate are all aligned. However, diversity can have far reaching effects, such as improving the pro-activity and flexibility of the organization.

Recommendations

It is therefore recommended that the practical and theoretical implications of the seven articles are shared on DRN Web site on the Internet. Additionally, providing links from other diversity management sites to these articles can assist in broadening the knowledge base surrounding issues in diversity management.

Diversity Management

Diversity

To understand diversity management, we must first examine what is diversity. In essence, diversity means many things to many people. Indeed, there is a variety of definitions for the term diversity (see Table 1). Examining Table 1, we see several factors. First, diversity is a distribution of varied attributes. Second, there is an interpersonal component – people working together and using their varied attributes. Third, there is an organizational feature – inclusiveness. Fourth, there is a power differential between members of certain groups and other members of the organization.

Table 2 presents researchers' views of the dimensions of diversity (See Table 2). There appears to be agreement on two dimensions. The first dimension deals with visibility of diverse surface factors, such as gender, race, and age. This set of attributes is definitely visible upon first meeting the person. Indeed, we know that first impressions upon meeting people are strong and difficult to change. The second dimension is underlying traits (non-observable, deep, invisible), encompassing such attributes as personality, values, ability, and education.

Diversity Management

Now that we have examined diversity, we can look at diversity management (See Table 3). Table 3 shows a variety of purposes for diversity management. In general, these definitions have a positive organizational orientation – to create a positive, fair, and inclusive work environment. Further, diversity management proposes to transform diversity attributes of organization members into assets rather than liabilities for the organization.

Benefits of Diversity Management

Diversity Management can benefit the organization in many ways (Cox, 1993, 2001; Karsten, 2006; Konrad, 2003; Richard, McMillan, Chadwick, & Dwyer, 2003). It can help the organization carry out its mission by:

1. Creating a competitive advantage for the organization. This is sometimes termed the Business Case for Diversity. Diverse organizational members can provide knowledge resources for the organization. In addition, diversity produces flexible, proactive, and energized organizations.

2. Becoming more knowledgeable of diverse customers of the organization. Diverse members can better understand and ultimately help those customers who are similar to them.

3. Customers feeling more comfortable dealing with organizational members that are like them. Customers feel an identity with organizational members like them and are more willing to interact with these organizations.

4. Increasing productivity on complex tasks. Complex tasks usually require complex cognitive input which in turn requires knowledge resources, like information, skills, and perspectives that diversity members can provide.

5. Increasing problem solving through knowledge resources. Diversity members can provide more information, novel approaches, and richer perspectives on solving organizational problems.

6. Supporting innovative strategies. Innovation requires novel ideas and thinking outside the box, which diverse members can provide.

Problems with Diversity Management

Despite the many benefits, diversity management is far from perfect. There are several problematic areas that needs to be addressed. The following points therefore explore means of dealing with these diversity problems (Cox, 1993, 2001; Karsten, 2006; Thomas, 2005; Thomas, Mack & Montagliani, 2004; Williams & O'Reilly, 1998):

- Appearance that only Politically Correct (PC) views are tolerated. There is a common misperception that diversity is only a PC rehash of Affirmative Action. Moreover, only PC views are tolerated.

- Commitment attaches to the background group only. Diversity members feel loyalty only to their background groups rather than to the team and ultimately the organization.

- Increased conflict among organization members with diverse backgrounds. Employee differences enhance the potential for conflict.

- Miscommunication among diverse organization members. Diverse members may not understand each other. Further, they may use language that purposely excludes people from certain groups.

- Exclusion of organization members from networks. People build networks with others similar to them and exclude people who are different.

- Difficulty of organization members trying to work together. Cooperation is difficult when organizational members are following different values.

- Group cohesion is difficult to develop. Cohesion develops best when group members are highly similar. Commonalities among them become the bases for building cohesion.

Dealing with Diversity Management Problems

1. <u>Maintain fair and equitable organizational practices.</u> Organizational policies must emphasize fair treatment and inclusion. Human resources practices, such as selection, training and development, promotion opportunities, and the reward structure must be fair and equitable (Thomas, 2005).

2. <u>Allow work groups to successfully develop in stages.</u> Work groups evolve through stages of development. Initially, they form to carry out goals. They then adopt rules and norms for behavior. Most importantly, they go through a stage of conflict where they try to iron out differences. Many group leaders mistakenly believe that the group is falling apart and potential conflict is high. On the contrary, this is a necessary, if unpleasant, aspect of group development. Only after proceeding successfully through these stages the group will operate effectively.

3. <u>Allow groups enough time to develop fully</u>. Many group leaders tend to be time-oriented and want the group to be fully functional as soon as possible. An interesting study, however, showed that early in group development groups with similar members were more effective than groups with diverse members (Watson, Kumar, & Richardson, 1993). Most importantly, after several weeks the diverse groups became more effective. Apparently, groups function on the visible diversity at first, but then later transition over to invisible, deep diversity, such as values and personality (Harrison, Price, & Bell, 1998). The upshot is that group leaders must allow time for group members to understand how their diverse values and approaches can help carry out the group mission. Further group members need time to learn how to work with one another and most importantly trust one another. Trust is a precursor to cooperation and commitment to the organization.

4. <u>Focus on task cohesion instead of social (interpersonal) cohesion</u>. Traditionally, social

psychology researchers believed that cohesion (being close-knitted) was required for

groups to operate well. Thus they emphasized team development exercises that built

interpersonal closeness and liking one another. With diversity introduced into the mix,

however, achieving liking among group members from different backgrounds became

more difficult. In short, diversity might have the advantage of increased information and

wider perspectives for group performance, but that same diversity made cohesion more

difficult.

   The solution is to change focus from social or interpersonal cohesion to task

cohesion (Ahronson & Cameron, 2007; Knouse, 2006). All group members regardless of

type of diversity share the common mission of the group. Thus instead of trying to get

team members to become friends with one another, which may be nearly impossible with

great diversity in the group, the team should focus upon task cohesion—carrying out the

mission of the group. A recent study of the Canadian military showed that task cohesion

does improve group task performance (Ahronson & Cameron, 2007). Task cohesion may

be developed several ways:

   i.   <u>Define mission in terms of tasks.</u> A clear mission stated in terms of task

performance creates a commonality shared by all members of the group,

regardless of diversity characteristics. This mission commonality is the central

focus around which task cohesion develops.

   ii.   <u>Train tasks required to carry out mission.</u> In order to carry out the mission,

teams require technical task expertise as well as interpersonal task ability.

Group training can show members how their individual diverse attributes can

lead to team task performance. Specifically, training should focus upon

communications in a diversity environment, conflict resolution, and team

building (Slater, Weigand, & Zwirlein, 2008).

    iii.   <u>Task-oriented team leadership</u>. Team leaders can focus members upon

learning tasks, performing as a team, and sharing group feedback on how to

improve.

    iv.   <u>Common team language based upon task performance</u>. Language can be a

means of excluding members from different backgrounds from the group. On

the other hand, task performance language can be a means of bringing diverse

members together. Training to use the correct terms, to ask for help correctly,

and to offer constructive feedback can build task cohesion.

5. <u>Reinforce an organizational climate of diversity.</u> Establish a climate of diversity where

differences are valued and all organizational members can contribute (Cox, 1993). Show

commitment to diversity by visible support of top executives, a clear articulation of the

business case for diversity that fits for that organization, and accountability of line

managers in their performance evaluations and financial incentives, such as pay raises

and bonuses (Slater et al, 2008).

6. <u>Reinforce diversity mentoring.</u> Mentoring can enhance networking and inclusion into

organizational activities. With a shortage of diversity mentors (women and minorities),

the organization should encourage alternative forms of mentoring, such as (Knouse,

2001; Kram & Isabella, 1985):

- <u>Peer mentoring.</u> Multiple colleagues can provide information, feedback, honing

  interpersonal skills and career information.

- <u>Team mentoring</u>. Work teams can give performance feedback and encouragement of skill training to help the group.

- <u>Virtual mentoring.</u> The Internet presents several virtual mentoring opportunities – emailing mentors, mentoring chat rooms, and Web page mentoring links.

- <u>Mentors from resource groups</u>. Resource groups representing specific diversity backgrounds (e.g., African American officers) can supply possible mentoring as well as informational links on their Web pages.

There is a variety of definitions of diversity and diversity management. Moreover, diversity is not a panacea for organizational problems. Indeed, diversity itself can produce a number of problems. Good diversity management focuses upon maximizing the benefits of diversity, while minimizing the costs.

The Business Case for Diversity

One can make the case for diversity several ways (Cox, 1993). It is the legal thing to do; it is the moral thing to do; and it is the right business practice to follow. In other words, diversity management makes good business sense. This latter statement is known as the business case for diversity – diversity management increases profits by providing a competitive edge to the firm (Karsten, 2006). Here we will look at the various aspects of diversity that might contribute a competitive edge to an organization practicing diversity management. Then we will examine the evidence. Does the business case work?

Reasons that Diversity Can Create a Competitive Edge

There are several possible reasons that diversity can produce a competitive edge for an organization. Such reasons may include:

1. Better customer service. The argument here is that most organizations have different kinds of customers; i.e., a diverse customer base. A diverse employee base can better understand and communicate with different types of customers and thus better serve their diverse needs (Cox, 1993, 2001; Karsten, 2006; Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine & Thomas, 2003; Konrad, 2003). In short, "your workplace should reflect your customer base" (Minyard as cited in Robinson & Dechant, 1997, p. 26).

2. Better problem solving. A team composed of diverse members has the advantage of more information, richer perspectives, and a greater number of approaches to solving problems than a team composed of the same type of people. In short, diversity can be a knowledge resource for problem solving (Karsten, 2006; Richard, McMillan, Chadwick, & Dwyer, 2003; Thomas, 2005). Moreover, diverse groups can apply divergent thinking (looking at

differences) rather than convergent thinking (looking at the same thing) to solve problems (Cox, 1993, 2001; Thompson, 2003).

3. Better critical analysis. A diverse team has a wider expanse of experience and knowledge than a homogeneous team. The diverse team can thus better evaluate organizational ideas from different perspectives (Cox, 1993; Konrad, 2003). Moreover, counterarguments based upon these ideas can improve critical analysis (Thomas, 2005).

4. More tolerant of different ideas. A diverse employee base would contain a wide expanse of ideas reflecting different views and values. To best use these various perspectives, the organization must adopt a tolerant attitude toward different ideas (Cox, 1993; Konrad, 2003).

5. Better understanding of organizational communication patterns. Managing diversity allows the organization to better understand patterns of knowledge flow (Jackson, Joshi, & Erhardt, 2003).

6. More flexibility. In order to respond to diverse customer needs, the organization must be able to change quickly to meet rapidly changing customer desires, competitor actions, and economic fluctuations. In short, dealing with varied and changing customer needs forces the organization to be flexible (Cox, 2001). Flexible organizations have a distinct advantage in highly complex and changing environments.

7. Value fairness and respect for individual contributions. In order to draw out the advantages of increased information and wider, richer perspectives, the organization must allow individuals to feel that they operate in a fair environment that values their inputs (Cox, 1993; Mor Barak, 2005). Organizational values of fairness and respect for the

individual then are not only morally correct stances, but deliver better organizational results.

8. <u>More innovative</u>. In order to serve the diverse needs of both customers and employees, diverse organizations must not be locked into certain modes of operations. Rather, to survive they must be innovative and look to new and different ways to serve their customers and members (Cox, 2001; Hays-Thomas, 2004; Thomas, 2005).

9. <u>Share best practices</u>. In the spirit of innovation and flexibility, diverse organizations can benchmark - share best practices with other organizations (Layne, P., 2002; Wheeler, 2001).

Evidence for the Business Case for Diversity

There are a number of studies published in top rated management research journals that provide support for the business case for diversity. They include research focused on the following areas:

<u>Financial Performance</u>**.** Simons, Pelled, and Smith (1999) found that job-related diversity (diversity in jobs held, education, and time with the company) among executives produced better financial performance than non-job-related diversity (i.e., age). Further, Keller (2001) found that functional diversity (job and technical expertise) improved technical quality and budget performance in research and development organizations. On the other hand, Kochan et al (2003) found that racial diversity was positively associated with growth in a financial services company's business portfolios. Moreover, Richard, et al (2003) showed that racial diversity enhanced the return on equity (ROE) of banks with an innovative strategy, while racial diversity decreased ROE of banks with a non- innovative strategy.

Market Performance. Frink, Robinson, Reithel, Arthur, Ammeter, Ferris, Kaplan, &

Morrisette (2003) found that optimal market performance occurred when the gender distribution

of a company was 50% female and male. In addition, Kochan et al (2003) found that gender

diversity was positively related to speed of response to customers in an information processing

firm. McKay, Avery, & Morris (2008) showed that strength of diversity climate (fair treatment,

respect for different views, and visible commitment to diversity) moderated sales performance.

Blacks and Hispanics sold more in a strong pro-diversity climate. In fact, strong diversity

climates produced a yearly increase of $20,800 gain in sales per black employee and a $27,040

gain in sales per Hispanic employee.

Problem Solving. Watson, Kumar, and Michaelson (1993) evaluated homogeneous and

heterogeneous (gender, race, and ethnicity) problem solving groups in an organization. They

found that the homogeneous groups produced better solutions at first, perhaps because their

members with similar backgrounds allowed cohesion and other group dynamics to coalesce more

quickly. After 17 weeks, however, they found that the heterogeneous groups were producing

more innovative solutions. They conclude that over time diverse groups overcome their surface

differences and can thus focus upon deep attributes, such as knowledge, values, and experience,

that can improve innovative problem solving.

Strategy. Richard and colleagues (Richard, 2000; Richard et al, 2003; Richard, Barnett,

Dwyer, & Chadwick, 2004) found that racial diversity produced better results in firms that had

an innovative growth strategy. Specifically, diversity improved productivity, sales, return on

equity, and market share. In short, diversity enhanced innovation, which paid off in superior firm

performance. On the other hand, diversity did not affect performance in organizations with a

downsizing strategy. Moreover, Richard et al. (2004) examined gender and racial diversity and

found that diverse organizations that had an entrepreneurial strategy performed better than non-diversified entrepreneurial firms. In other words, diversity provided enhanced information and wider perspectives that an entrepreneurial climate required.

Does the Business Case for Diversity Work?

From these solid research studies, we find that diversity can be a factor in organizational success. Most importantly, we cannot conclude that diversity works in all situations (Kochan et al, 2003). Rather, the organizational context is crucial (Kochan et al, 2003; Richard et al, 2003; Jackson, et al, 2003). In those organizations where diversity enhances organizational processes (Svyantek & Bott, 2004) and diversity can improve job performance by supplying task-relevant knowledge (Kearney, Gebert, & Voelpel, in press), diversity will in turn improve the organization. To illustrate, if innovativeness is valued in the organizational climate, the strategic plan, and job performance diversity can enhance innovation by producing more information and knowledge resources, wider perspectives, and richer experiences to draw from (Richard, 2000; Richard et al, 2003; Richard et al, 2004).

On the other hand, if the organizational climate is dominated by established inflexible procedures, the organizational environment is focused on the status quo (Sonnenschein, 1997). This prevents problem solving from occurring quickly (Jackson et al, 2003). The organization therefore becomes stable and unchanging (Cannella, Park, & Lee, in press) where group members do not actively communicate with one another (Konrad, 2003) as job tasks are simple and routine (Bowers, Pharmer, & Salas, 2000). Therefore, this limits the possibility that diversity may produce a competitive advantage. In short, contextual factors such as type of strategy, complexity of the environment, task requirements, time frame, and relations with customers, determine whether diversity produces a competitive edge.

Recommendations

It is therefore recommended that the organization itemizes diversity initiatives in order to determine the dollar value of diversity techniques. This would entail calculating the cost of initiatives such as diversity training, and partnering with local community groups (e.g., sponsoring diversity events). Secondly, the organization needs to identify diversity effective units. Identify units who score high on diversity climate indicators on the DEOCS. Indicators may be job satisfaction, workgroup cohesion, and turnover (Cox, 1993). Thirdly, the organization needs to calculate the "return on diversity". The return on diversity would be the cost of diversity initiatives compared to the indicators of effectiveness of diversity. Finally, the organization should use this return on diversity as a diversity effectiveness measure. For instance, using return on diversity in calculating budgeting for diversity initiatives. The return on diversity can then be published in recruiting advertisements focused towards universities (e.g., the return on diversity (advantages) of ROTC as a diverse organization within the university) or businesses (e.g., the return on diversity to businesses whose employees are in the Guard and Reserve).

The business case for diversity advocates that diversity can improve performance, specifically the bottom line of an organization. Research in the business sector shows that diversity can improve a number of financial and market measures, this is evident if the situation requires the knowledge resources that diversity can provide.

Diversity and Military Readiness

Readiness and diversity have become two of the defining characteristics of the U.S. military in the 21st century. Indeed, a common question from commanders is centered on the extent to which diversity can help improve readiness. There is no single answer to this important question, but there are several ways to frame an answer.

Arguments for Ways Diversity Can Improve Readiness

There are many arguments for ways in which diversity can improve readiness:

1. The type of mission dictates whether diversity has an effect. The civilian diversity literature shows that the mission of the firm drives the effectiveness of diversity. In particular, innovative and entrepreneurial firms show diversity providing increased information and richer perspectives, which ultimately improves bottom line financial performance (Richard, 2000; Richard, Barnett, Dwyer, & Chadwick, 2004; Richard, MacMillan, Chadwick, & Dwyer, 2003). Similarly, a military organization with a mission of innovation should profit from the enhanced knowledge resources that diversity brings.

   On the other hand, members who have the same role in a military organization with a straightforward unchanging mission may not benefit from diversity. Of course, one can argue that most military organizations are not monolithic but require innovation to survive and prosper in the 21st century. Thus, the knowledge resources from diversity should enhance most organizations.

2. Diversity improves the organization, regardless of the mission. In order to truly embrace diversity, an organization must be fair in its policies, evaluations, rewards, and development opportunities. Further, it must be inclusive of its members (Cox, 1993; Mor Barak, 2005). Moreover, the diversity of employee skills, abilities, and knowledge enrich

and vitalize the organization (Thomas, 2005). In short, diversity resources are assets for the organization, regardless of its mission.

3. Diversity proactively points the organization toward the future. Many early attempts at diversity management were reactive. Organizations trying to defend against lawsuits and bad publicity were forced into diversity management (Agars & Kottke, 2004). Now that most organizations in the civilian and military sectors are practicing diversity management in some form, they are looking at defining future diversity groups. For example, the military is allowing permanently injured members to remain on active duty, making them a new diversity group. In order to accommodate these new groups, and most importantly to integrate them into the organization will require exploring new policies and practices for the organization.

4. Diversity management removes barriers to individual success in the organization. To allow all members to reach their potential, organizational barriers to holding positions, personal and career development, and promotion opportunity must be eliminated (Thomas, 2005).

5. Diversity management reinforces continuous improvement in the organization.

6. One concept from the old Total Quality Management (TQM) movement (Deming, 1986) that is still embraced is continuous improvement. The basic assumption is that the organization's customer base, workforce, and competition are constantly changing. In order to remain viable in this continually changing environment, the organization must continually improve to remain on the cutting edge. Indeed, coping with diversity creates constant challenges, such as potential conflicts among members of diversity groups, misunderstandings, and miscommunications. The organization must continually improve

to turn these challenges into opportunities– better policies, better development experiences, and better reward structures.

7. Diversity makes the organization flexible. In order to deal with different types of members, the organization systems must become flexible (Bell, 2007). A flexible organization can more readily adapt to changes in mission, environment, competition, and customer needs (Cox, 2001).

On the other hand, diversity can have organizational effects beyond directly improving fairness and inclusiveness of the organization. Such effects are highly dependent on the mission therefore diversity management can point the organization toward the future in a proactive way. It can remove barriers to success for everyone. Finally, it can transform the unit into a continuously improving, flexible organization.

Best Practices in Diversity Management

Identifying best practices is a well established means of improving the quality of a

process (Camp, 1995). By making an organization's successful practices public, that

organization can share improvements that work. Other organizations, then, do not have to go

through the laborious process of trial and error testing of possible improvements. Several

compilations of best practices in diversity management exist (e.g., Equal Employment

Opportunity Commission, 1998; Society of Human Resources Management, 2004). The purpose

of this article is to summarize best practices in various areas of diversity management (see table

4).

Recruiting Members of Underrepresented Groups

- Targeted recruiting. Research shows that women and minorities react positively to

  pictures of women and minorities in recruitment advertising (Avery & McKay,

  2006).They also react positively to women and minority recruiters (Avery & McKay,

  2006).Targeting churches, community centers, diversity fairs, and professional

  organizations can build a large pool of qualified applicants from which to choose the

  best (Thomas, 2005).

- Recruiting messages. Research shows that minority applicants respond to positive

  messages touting the image of the organization, inclusiveness of the organization, and

  issues important to minority applicants (Avery & McKay, 2006; Thomas, 2005).

Selection

- Fair and equitable selection procedures. Focusing selection upon qualifications

  meeting job requirements produces a fair and equitable process for selection. Most

  importantly, procedures and selection decisions must be consistent for the groups of

applicants. Inconsistencies in the selection decision open the organization to discrimination complaints (Cox, 1993).

- Person-organization fit. Women, minorities, and high achievers are more apt to accept employment offers from organizations with strong diversity management programs, which are perceived as more progressive (Ng & Burke, 2005). Women and minorities are more apt to join organizations where their personal values fit the organization's values (Kristof, 1996).

- New hire orientation. The orientation process for new hires is an optimal time to create a positive impression of organizational diversity initiatives. Research shows that the orientation is more effective if high level executives are present to reinforce the importance of the message (Cox, 2001).

Training and Development

- Training. Regardless of the mode of training (e.g., role playing, video, discussion), small group work is essential. Individuals are more apt to open up in small groups. On the other hand, facilitators are necessary to focus the group (Clements & Jones, 2006). Evaluation is therefore crucial for improving training. The four level model of training covers immediate to distant effects (Kirkpatrick, 1994):

    i. Reaction – trainee's immediate response to training

    ii. Learning – increase in trainee knowledge, skills, and understanding

    iii. Behavior – changes in trainee workplace behaviors

    iv. Results – organizational improvement

A review of the training literature shows that successful diversity training includes (Bendick, Ega, & Lofhjelm, 2001):

1. Strong support from top management

2. Complementary human resources practices

3. Training customized to the organization

4. Managerial or organizational development professionals as trainers

5. All levels of employees as trainees

6. Discrimination discussed as a general process

7. Focus on individual behaviors rather than attitudes

8. Links to the organization's central operating goals

9. Impact on the norms, values, and rewards of the organizational culture

- <u>Mentoring.</u> Mentoring improves career opportunities. Moreover, mentoring can alleviate the isolation that women and minorities may face in the organization (Kalev, Kelly, & Dobbin, 2006). Research shows that a "chemistry" must develop between mentor and protégé. Generally, formal organizational programs do not work well, because this chemistry is forced; it does not occur naturally. Recent research, however, finds that formal programs of high quality can work (Ragins, 2002).

Women and minorities encounter a fundamental problem in lack of access to potential mentors; there are few women and minorities at the top who can serve as mentors. Therefore, mentoring alternatives such as the following should be sought:

    i. <u>Peer mentors.</u> Colleagues can provide information on opportunities, feedback on interpersonal skills and job performance.

    ii. <u>Virtual mentors.</u> Online mentors have the advantage of access at any time through email and chat rooms. There is also the advantage of the anonymity of

Internet contact that might help with issues that are too sensitive for face to face traditional mentoring.

    iii.   <u>Team mentors.</u> Team members can offer job performance feedback and advice for developing skills that can help the team operate more effectively.

- <u>Networking.</u> Networking can also alleviate the isolation that members of underrepresented groups may face. At the same time, it can increase the connectivity of the individual with the organization through sharing information and career advice (Kalev et al, 2006).

Retention

- <u>Diversity climate</u>. Research shows that a positive climate for diversity in the organization enhances retention of women and minorities (McKay, Avery, Tonidandel, Morris, Herandez, & Hebl, 2007).

- <u>Job satisfaction</u>. An extensive number of research studies show that job satisfaction is highly correlated with retention. In short, people who are satisfied with their jobs are more likely to stay with the organization. Therefore, leaders should track factors of job satisfaction (Smith, Kendall, & Hulin, 1969):

    i.   Pay should be fair and equitable.

    ii.   Promotion opportunities should be fair, equitable, and available.

    iii.   Coworkers should be friendly, cooperative.

    iv.   The work itself should be interesting, challenging.

    v.   Organizational policies (including diversity policies) should be visible, clear, and enforced.

Partnerships

Partner with underrepresented communities. A partnership requires a sharing of

resources. The organization can contribute financial and human resources sponsorship for

workshops, expos, and fairs put on by the underrepresented community (Avery &

McKay, 2006). In turn, the community can supply the organization with the exposure to

potential recruits (DiversityInc, 2008).

Affinity Groups

Employee resource groups. Employees from underrepresented groups can find common

interests in employee resource groups. Such groups can provide the groundwork for

networking, and can deliver feedback about what skill areas its members should develop.

These groups can provide forums for professional development. In addition, these groups

can also be tapped for help in product development and marketing efforts geared toward

customers in underrepresented groups (Cole, 2008).

Accountability for Diversity

- Diversity managers and committees. Research shows that the strongest influence

  upon the effectiveness of diversity techniques is responsibility for diversity change.

  Diversity managers and diversity committees have the authority to change

  organizational structures in order to improve the diversity situation. Further, fixed

  responsibility for diversity enhances other techniques, such as mentoring and

  networking (Kalev et al, 2006).

- Diversity report cards. Publically visible measures, such as diversity report cards,

  indicate the transparency of organizational practices. Such transparency enhances the

perceived fairness and equity of organizational processes and outcomes (Mehri, Giampetro-Meyer, & Runnels, 2004).

One type of diversity report card presents data on applicants and new hires, the breakdown of diversity of top executives in the organization, and a description of diversity progress and challenges (Mehri et al, 2004).

Another example of a diversity report card is the Balanced Scorecard. A typical scorecard could categorize diversity data on financial performance of the organization (return on diversity initiative investments), customer satisfaction and customer retention (variety of customers), the quality and cost of internal organizational processes (benchmarking diversity practices), and growth and improvement of the organization (partnering with other organizations on diversity outreach) (Knouse & Stewart, 2003).

Leadership

- Commitment and buy in. To be effective, the leadership must buy-in to the concept of diversity and show commitment to enhancing diversity (Dreachslin, 2007).

- Executive coaching. Developing a confidential relationship with a diversity professional may accommodate the exploration of sensitive areas that may not be appropriate in a public forum, such as diversity training (Dreachslin, 2007).

Feedback

- Managerial performance evaluations. Managers can be focused upon diversity, if they will be assessed in their performance evaluations on their success with diversity. It should be noted that such efforts are largely ineffective if managers do not have the authority to make diversity changes (Kalev et al, 2006).

- Exit surveys and interviews. The advantage of exit surveys and interviews is that the respondent can be frank and honest about organizational practices without fear of retaliation. A typical diversity exit instrument might ask questions on job satisfaction, opportunities in the military, important issues in leaving the military, and fairness of the organization (Knouse, 2001).

Recommendations

It is therefore recommended that organizations encourage units to publish their best practices in the media, such as local newsletters and the Internet. It is also suggested that military organizations should develop a clearinghouse for collecting best practices available on the Internet. Finally, it is important to identify diversity friendly units (e.g., high scores on the DEOCS) and examine what they are doing right to support diversity. Best practices in diversity management can provide benchmarks for improvement of diversity initiatives, if they are public knowledge that is readily accessible. Such accessibility requires continuously reviewing the research and practitioner literature on diversity management and identifying the diversity practices of successful organizations.

Diversity Mentoring

Mentoring is the process where a more senior person (the mentor) takes a junior person (the protégé or mentee) "under his or her wing" and helps to develop that person's career, organizational ties, and work network. Research shows that the large majority of successful senior executives were mentored. Moreover, mentored individuals make significantly higher salaries than non-mentored individuals (Dreher & Cox, 1996). In this article, we shall examine the functions of mentoring, the stages of development, unique mentoring problems for women and minorities, how to deal with these problems, and alternative mentoring techniques.

Mentoring Functions

Mentors essentially perform two functions. First, they help with psychosocial skills. They give feedback on interpersonal relations and ensure that the protégé learns interpersonal skills, such as dealing with powerful individuals. Second, they develop the protégé's career. The mentor ensures that the protégé takes on the right jobs and gets the right work experiences. They give feedback on job performance.

Stages of Development of Mentoring

Mentoring occurs in four stages (Dougherty, Turban, & Haggard, 2007; Kram, 1985):

1. Initiation. The mentoring research shows that "chemistry" must develop between the mentor and protégé, and that this chemistry cannot be forced. Therefore, formal mentoring programs may not work because organizations are assigned relationships rather than have them spontaneously evolve. The organization may help this process along by providing opportunities, such as get-togethers, where potential mentors and protégés can meet and talk and get to know each other. Organizations can also survey

individuals to identify multiple attributes that individuals may have in common. In short, the organization can help this spontaneous process along.

2. Mentoring cultivation. The second stage is the mentoring cultivation process, where the mentor gives psychosocial and career advice and feedback. This stage can last from several months to several years and even decades.

3. Separation. Eventually, however, the mentor and protégé must separate in order for each to develop further on their own. In the military, this may be caused by the retirement of the mentor. For some this can be a wrenching process. Both mentors and protégés have described this as similar to a child leaving the parental nest.

4. Redefinition. This is the stage where the protégé becomes a mentor for next generation. Mentoring is a continuing cycle. When the protégé has learned and experienced all he or she can from the relationships, then he or she can become a mentor to the next generation of potential stars. At the same time the old mentor-protégé relationship becomes redefined as a new relation, such as friendship.

Unique Mentoring Problems of Women and Minorities

Women and minorities face unique problems in establishing and carrying out mentoring activities. Such problems may include:

1. Lack of access to potential mentors. White males can choose from many senior white males in positions of power in the organization. Women and minorities, however, find that there are few potential mentors like themselves in positions of power in most organizations (Ragins, 2007). Indeed, those few female or minority individuals that could become mentors may be swamped with requests to be mentored. In addition, the military

may compound this problem with frequent transfers that can physically separate mentors and protégés just as they are bonding.

2. <u>Misunderstandings</u>. Women and minorities who do develop mentoring relationships with white males may find misunderstandings abound. For women, even though the relationship is strictly platonic, romantic rumors may swirl around the organization (Thomas, 2005). For certain ethnic groups, family may be a central aspect of their culture, and thus they relate to mentors as parental figures, which the mentor may not understand. The military may unintentionally add to this problem with their image of the military as a large but close knit supportive family where supervisors (many times mentors) are viewed as father figures to junior NCOs and junior officers.

   <u>Working outside the Comfort Zone</u>. White males who try to mentor individuals from underrepresented groups may find it expedient as both try to stay within a Comfort Zone—areas where they both feel comfortable and can talk openly and easily (Ragins, 2002). Some refer to this as "protective hesitation," where both parties are averse to bringing up touchy issues (Thomas, 2001). Mentors in the military may particularly feel hesitation to go outside the Comfort Zone because of strict rules of interaction between men and women and even whites and minorities (e.g., zero tolerance for certain language and even touching). <u>What the protégés may need, how</u>ever, is to work on personal attributes or experience activities outside the Comfort Zone to better develop their interpersonal skills that can improve career development.

3. <u>Dealing with both visible and invisible barriers.</u> Visible barriers may be language (accents or local slang usage) that separate the mentor from the protégé in certain ethnic

groups. Invisible barriers may be a difference in values or perceptions that hinder a strong relationship from developing.

Mentoring Adaptations to Deal with Unique Problems

Mentors and protégés can adapt the mentoring process to deal with these unique problems:

1. Initial contact. Successful initial contact is vital for establishing any mentoring relation, and it is particularly important for a "mixed" relation of a white male mentor and female or minority protégé. Several initial contact meetings may be necessary. The organization, including military units, can help by providing extensive data gathering techniques (surveys and hiring information) that can identify a number of commonalities between potential mentors and protégés upon which the "chemistry" can develop (Finkelstein & Poteet, 2007).

2. Exploring the Comfort Zone. White male mentors and female or minority protégés may choose to stay within the protection of the Comfort Zone (Ragins, 2002), where they can interact without fear of embarrassing error or stepping on toes. Many times, however, what the protégé needs is help outside the Comfort Zone, which may be difficult for both parties. Given the importance and also risk of working outside the Comfort Zone, each side should define specifically what is strictly off limits due to military policy (e.g., certain language and touching). In addition, they should define what is specifically off limits for them to discuss versus what is uncomfortable but necessary to discuss.

3. Increasing psychological growth. Both mentors and protégés can use the intimate nature of the mentoring relationship to explore their own attitudes and stereotypes and

restructure their perceptions of their majority and minority roles in the organization

(Ragins, 2007).

Recommendations for Mentoring Alternatives

The reality of the situation is that many women and minorities will find that a traditional

mentoring relationship will not develop for them. At the same time, we can argue that mentoring

activities are important for all. Specifically, equal opportunity for all implies that everyone

deserves some time of mentoring. Thus, women and minorities should look to mentoring

alternatives for these crucial mentoring activities:

1. Peer mentoring. If individuals from underrepresented groups cannot find traditional

    mentors among people in positions of power, they can look to their peers (Kram &

    Isabella, 1985). Most likely, they will not be able to find one individual peer who can

    provide all of the psychosocial and career mentoring activities, so they should look to

    multiple peers. One may be able to provide performance feedback, another may help with

    interpersonal skills, and another may be able to connect the individual into networks. The

    sources of these peers may be colleagues in basic training, ROTC, officer candidate

    school, or advanced training.

2. Network mentoring. A variation of peer mentoring is network mentoring, where

    individuals in one's network provide multiple perspectives on interpersonal and career

    activities. The emphasis is upon feedback and assistance at a given point in time rather

    than a sequential development over time that characterizes more traditional mentoring

    (Scandura & Pellegrini, 2007). Moreover, networks can alleviate the isolation that

    members of diversity groups may encounter (Kram & Hall, 1996) and provide

    information on the opportunities that are available (Karsten, 2006)

3. <u>Team mentoring</u>. Instead of the traditional one-on-one mentor-protégé relationship, women and minorities in the military might look to work team mentoring, where team members can provide hands- on feedback on team performance and contribution to the team. Further, the team leader can provide constructive feedback sessions, which can convey valuable information on what skills to hone and what new skills to learn, as well as, building shared expectations of capability and performance among team members (Knouse & Webb, 2000; Kram & Hall, 1996).

4. <u>Virtual mentoring</u>. One mentoring alternative with tremendous potential is virtual mentoring or mentoring online (Knouse, 2001). Many potential protégés in Generation X and Generation Y grew up with computers and feel very comfortable using email and Internet web pages. Indeed, the most current device of choice for the Internet is the multi-use cell phone. Organizations can identify potential mentors who are also comfortable with high tech. Protégés can then email them with problems or just to chat. Organizations can also provide mentoring chat rooms. The advantages of such virtual mentoring are access to multiple mentors at any time.

Moreover, the electronic format can hide visual demographic clues that could create stereotyping and other negative impressions of the protégé (de Janasz, 2006). In addition, the military requirement of frequent duty station moves can be detrimental to maintaining connection with one's mentor (Knouse & Webb, 2000). Online access can continue to maintain this connection. In addition, a sensitive topic may be better handled through the relative anonymity of email rather than face-to-face discussion (Steinberg & Nourizadeh, 2001).

Both military and civilian organizations, including specialized community groups and professional organizations can provide specific Web pages with mentoring links (e.g., African American engineers or Hispanic officers).

5. Mentoring clearinghouse. A mentoring clearinghouse could provide information to member organizations as well as online resources, such as a mentoring handbook and relevant web pages (Schweitzer, 2001). Further, a clearinghouse could collect data on mentoring best practices among member organizations, such as how to match potential mentors and protégés, mentoring training activities, duration of the mentoring relationship, rewards for mentors, and evaluating mentoring programs (Finklestein & Poteet, 2007; Marofsky & Johnston, 2001).

6. Diversity resource groups. Diversity resource groups focusing upon a specific community, such as Asian American Army officers, can be a source of potential mentors (Knouse & Webb, 2000; Thomas, 2005). Indeed, in some organizations diversity mentoring programs developed out of these initial resource groups (Tyler, 2007).

In sum, the inclusiveness promoted by diversity management advocates means that everyone should have access to career development techniques, including mentoring. Whereas, women and minorities may not have access to persons in positions of power in the organization as potential mentors, they must look to mentoring alternatives.

Managing Generational Diversity in the 21ˢᵗ Century

One daunting task facing managers in the 21ˢᵗ century is how to manage the three

generations currently in the workforce: Baby Boomers (born 1946 to 1964), Generation X (born

1965 to 1980), and Millennials or Generation Y (born after 1980). From the military perspective,

there are significant ramifications in terms of leading, training, and motivating members from

these three disparate generations. This article first examines the characteristics of these three

generations. Then the paper provides recommendations for managing personnel from these three

generations and possible military applications.

Characteristics of Baby Boomers

Boomers are at the top of most organizational hierarchies. They are the executives, senior

NCOs, and senior officers. They control the power in most organizations. They retain much of

the corporate memory. They know the ins–and-outs of the organization, who can get you ahead,

and who to avoid. When they leave, there is a large gap in the flow of organizational processes.

They are technical laggards. They grew up with mainframe computers, dial phones, and

only slowly adopted personal computers. They have cell phones but don't talk incessantly on

their phones, and don't text message. Their defining technology is television. Defining historical

influence points include the time when most Baby Boomers can tell you exactly where they were

and what they were doing when John F. Kennedy was assassinated. Shortly after were the

assassinations of Robert F. Kennedy, and Dr. Martin Luther King, Jr., which strongly impacted

this generation. This whole era was dramatically influenced by the Vietnam War and the civil

rights movement.

Defining places for Baby Boomers are the Watergate Hotel, the Hanoi Hilton, Kent State,

and Woodstock. Their great numbers meant that they had to compete for entrance to college and

into the work force. At the same time, they were raised with great expectations for success. They have greatly changed every institution they entered. The preferred communication style for Baby Boomers is face-to-face open and direct communication, although they are using electronic media more. Voicemail may be considered impersonal as face time is important to them.

Baby Boomers respond positively to themes like "You are valued here," "We need you," and "Your contributions are unique and important." Their preferred leadership style is that they want to participate actively in decision making occurring in a fair and equitable playing field. They prefer leadership that emphasizes consensus-building. Boomers desire flexible work hours. They want time to follow their off-work passions as well as their work passions. Their transitional activities include coaching or internal consulting. They prefer to gradually phase out of the organization, rather than retire with a clean break as their parents (the Matures) did. In this phase out, they take on roles such as coach for Generations X and Y and as internal consultant to the organization.

Baby Boomers are considered to be higher cost employees. They are at the top of their earning capacity. At the same time, they are beginning to experience age-related medical problems. In short, they are expensive employees. This generation is defined by the job. They tend to be workaholics who work 55 hours per week and they describe their worth in terms of their jobs. Success is therefore visible to them. Boomers measure success in terms of trophies and plaques in their workplace and conspicuous consumption of houses, cars, and clothing. This conspicuous consumption along with the power of sheer numbers identified Baby Boomers as the "me" generation.

Heroes reflect their values. Their heroes are Dr. Martin Luther King, Jr., John F. Kennedy, and Ronald Reagan, who mirror their values of optimism and change for the better. Baby Boomers focus their loyalty upon the importance of their work and to their profession.

In sum, Baby Boomers have a strong work ethic, which leads them to go the "extra mile" in work. They know the organization inside and out. However, Baby Boomers are growing older and incurring greater medical costs. Their emphasis is upon looking young through dieting and plastic surgery. They can also be self-centered and judgmental with others.

Characteristics of Generation X

Gen Xers are in the middle of the organizational hierarchy. They are stuck in the middle in many organizations. The Baby Boomers are holding down the top, while the Generation Ys are pushing up from the bottom. Hence, Gen Xers are the middle level NCOs and officers.

Gen Xers are avid technology users. They are not afraid to readily adopt new technology. They grew up high-tech, so they feel at ease with technology. "Xers were born in the fast lane of the information superhighway" (Tulgan, 2000, p. 67). They experienced more media than any other generation, such as the personal computer, cable TV, VCRs, pagers, and cell phones.

Gen Xers tend to be skeptical, cynical, and even pessimistic. For example, they do not believe that social security will be around when they retire or that job security can be long term. Moreover, they have low expectations of the benefits of organizational relationships. They are suspicious of the optimism and the belief that they can change the world. They do not believe that paying their dues will have long term benefits. In short, they do not believe that there will be long-term job security for hard work. Change is what Xers know best. They find job security fleeting and long-term organizational relationships like loyalty and commitment difficult to

sustain in a changing world. Coping with constant change tends to make them adaptive and self-reliant.

Unlike other generations, Xers have no common heroes. Their heroes are generally not national personalities, but rather individuals they know have proven themselves. Constant media attention removes the sheen of potential national heroes. Gen Xers were influenced by the women's and gay rights movement, AIDS, the erosion of America's world dominance, the Challenger disaster, missing children on milk cartons, and tightening economies. For Gen Xers defining places are Somalia, Chernobyl, and Starbucks. Their preferred communication style is electronic communications, such as email. Growing up high-tech, they desire short and direct messages and sharing information immediately. Face time is an outmoded concept.

Gen Xers respond to "Do it your way," "There are not a lot of rules here," and "We have the newest and best technology here." Gen Xers want their leaders to establish responsive and competent teams that are adaptable. They want leaders to create teams where individuals can make a meaningful contribution. They expect collaboration from their leaders. Further, they want leaders who desire creative solutions to organizational problems.

Gen Xers are entrepreneurs. They see themselves as internal entrepreneurs within the organization. They desire to define the problem, develop solutions at their own pace, and produce their own results. They ask whether they have sufficient information to solve the problem. Xers prefer to process large amounts of information quickly. "What distinguishes Xers, perhaps more than any other trait, is our great facility with information." (Tulgan, 2000, p. 205).

Many Generation Xers see their parents as friends in whom they confide and sometimes return home after college or failed relationships. Xers subscribe to the "Carpe diem" philosophy. They believe in living in the present, because there is too much uncertainty in the future. Their

loyalty is to individuals not the organization. Furthermore, they tend to attach their loyalties to individuals who have proven themselves rather than impersonal organizations. Generation Xers also tend to have an individualistic approach to how they dress and how they look. Clothes reflect their values.

In sum, Gen Xers are technologically literate, flexible, and creative. They have the unique perspectives of being born in the information age. However, they tend to be impatient with the pace of organizations, cynical, and resist micromanagement.

Characteristics of Generation Y (Millennials)

Millennials are first level managers in organizations. They tend to be the first level supervisors and junior NCOs and officers. Millennials are also technology innovators. They actively seek out technological innovations. They want the newest gadgets. They tend to develop social relationships through Internet sites, such as You Tube and Facebook. Indeed, a British study showed that 39% of Millennials would quit, if their organization cut off access to the Internet (Gurchick, 2008). On the other hand, they can access information very quickly from databases.

Millennials grew up with pagers, cell phones, the Internet email, and text messaging. They contact friends and family many times each day. This generation wants instant gratification and they want success now. They are ambitious but may appear aimless. They want to succeed, but may not have coherent plans. Millennials tend to be curious about how information comes together. Thus, they may ask many questions to resolve a problem. Millennials have energy and enthusiasm which they bring to the tasks at hand.

Whereas Kennedy's assassination affected the Baby Boomers, the defining historical influence was the 9/11 event for Gen Yers. In addition, terrorism became very visible and near at

hand in school shootings and the Oklahoma City bombing. At the same time, economies are becoming increasingly tighter. In short, their perception of the world is becoming a difficult, even dangerous place. For Millennials, defining places are the Twin Towers, Oklahoma City, 90210, and cyberspace. They are the most diverse cohort. Gen Yers are the most racially and ethnically diverse generation. They are also the most accepting of diversity efforts in the organization. Furthermore, Millennials are inclusive and they want to be an integral part of the organization. Hence, they value inclusivity.

Millennials have large goals with short term horizons. "We were brought up to reach for the stars" (Tyler, 2007, p. 25). They want to achieve much in a short time. Their preferred communication style includes electronic modes, such as cell phones and email. They prefer small and fast sound bites. This generation responds to "We want creative people," "You can help turn this organization around," "We are flexible". They prefer team-oriented leaders who can provide entertainment and excitement in work. At the same time, they were raised on diversity and expect their leaders to reflect diversity in their activities. They want to be treated inclusively. Effective feedback for Gen Xers is frequent, accurate, specific, and timely.

Millennials want independence but tend to maintain close ties with parents. Many Millennials move back home after college or during their first jobs. Their view on feedback is focused around present time. They want to know instantaneously what is succeeding and what is not working. In short, they want immediate feedback.

Millennials view loyalty as a function of the people involved in the projects, positive experiences in the organization, and opportunities for success. They view their bodies as symbols of their values. They show their individuality by collecting tattoos and piercings.

In sum, Millennials are experts with high technology and can access information quickly. They are goal oriented and desire inclusivity. However, they can be impatient with routine, slowly evolving tasks and can be overconfident.

A Comparison of the Three Generations

Table 5 shows how the three generations compare in terms of several variables. First, each generation has staked out part of the organization. With Baby Boomers drawing out work and retirement, Generation X and Y may find that organizational positions are blocked from the top. Second, each generation reacts differently to technology. This has ramifications for how to introduce and train employees on new technology. Third, each generation values different core issues, which has ramifications in recruiting individuals from different generations into the organization, what motivators to use, and how to develop their potential.

Managing the Three Generations

Examining the relevant characteristics of the three generations results in a number of recommendations for managing each generation (Eisner, 2005; Kehrli & Sopp, 2006; Marsten, 2006; See Table 6):

Baby Boomer Generation

1. Acknowledge the importance of their work. Emphasize how hard and long they work.

2. Recognize and use their competitiveness. Celebrate successes and victories.

3. Use optimistic language in face-to-face communication with them. Set positive goals. Use "can do," optimistic approaches as they value face time.

4. Customize approaches to them emphasizing their individuality. Focus upon their individual contributions to the team effort.

5. Use more traditional training approaches. They feel comfortable with lectures and readings.

6. Avoid poor management techniques. Baby Boomers, particularly white males, do not like to be blamed for the organization's failings. They do not like to be taken for granted.

7. Baby Boomers react well to participative leaders who allow them to become involved. They desire that leaders create an equitable, level playing field in the organization.

Generation X

1. Communicate using short information bytes in short time frames. Focus upon six-month intervals. Do not push beyond 3–5 year frameworks.

2. Time is important to them. Assume they have important activities away from work as well as at work.

3. Emphasize backup plans. Help them structure their work with options.

4. Answer the "why" questions. Don't assume they will follow blindly. Explain why they should be working on a particular project. Answer their questions. They are seeking information.

5. Emphasize what they know, not what they accomplish. They define themselves in terms of their knowledge resources more than accomplishments.

6. Be sure they understand where they fit into teams. They see themselves as individuals who are team oriented, so they may need clarification on how they fit into the team picture and what they can contribute.

7. Use multimedia training. They grew up on multimedia computers and games.

8. Avoid poor management techniques. Gen Xers do not like superiors managing their time nor do they appreciate micromanaging, arrogant or abusive management styles.

9. Gen Xers see the world as constantly changing. They desire flexible and adaptive leaders who can keep up with the world. They wish to be treated as organizational entrepreneurs.

Generation Y

1. Reward multitasking. They tend to multi-task activities.

2. Deliver information in short, rapid bursts. They were raised on computers and video games. They expect information to occur in short, intense bursts.

3. Explain the reasons behind processes. They need to know the rationalizations behind why they are supposed to do something a certain way.

4. Focus on immediacy of work. They are very present oriented.

5. Help them structure their work. They have positive expansive goals, but may need help in meeting these lofty goals.

6. Deliver quick feedback. From their experience with computers and video games, they expect immediate and direct feedback about performance.

7. Emphasize teamwork. Channel their optimism and enthusiasm into team contributions.

8. Expand work and life programs. Millennials indicate that time and flexibility is the most important precursor to organizational loyalty (Tyler, 2007). They want time off to pursue interests.

9. Use multimedia training. Like their older brothers and sisters in Generation X, they grew up on multimedia computers, games, and cell phones.

10. Poor management techniques. Gen Yers do not like to be stereotyped as young and impulsive.

11. Millennials want immediate response from their leaders. On the one hand, they want their leaders to be dynamic and exciting as they channel Millennials enthusiasm into

interesting, challenging work. On the other hand, they tend to see the world as a diverse place and want their leaders to focus upon diversity of organizational members, approaches to work, and information resources.

Recommendations for Military Applications for the Three Generations

The military can perhaps draw unique insight from each generation to use in at least four areas: 1) messages to convey in recruiting advertising spots 2) commanders communicating how to achieve unit mission success 3) bases of networks, and 4) retention (re-enlistment) messages in advertising or interpersonal communication. See Table 7.

Baby Boomers

1. Recruiting advertising messages. "We need success oriented individuals." "We want you to go the extra mile."

2. Communicating how to achieving mission success. Messages focusing on hard work and competition

3. Networking bases. Face-to-face interactions

4. Retention strategies. Focus on competition. Messages emphasize the chance to compete for important positions that will require challenge and long hours but will produce very significant contributions to the military. The individual will add value to the military.

Generation X

1. Recruiting advertising messages: "We have the newest and best technology in the world. We need you to run this technology through a platform of highly trained mobile adaptable teams."

2. Communicating how to achieve mission success. Focus on teamwork— member of a responsive, competent, adaptive team.

3. Networking bases. Cell phones and Internet.

4. Retention strategies. Emphasize the chance to learn increasing complex and relevant technology. Learn how to access and use information in a large, complex, proactive organization.

Generation Y

1. Recruiting advertising messages: "Be an important member of a high technology team." "Military technology needs you."

2. Communicating how to achieve mission success. Focus on teamwork—member of fast paced, diverse, high technology teams.

3. Networking bases. Cell phones and particularly the Internet. Indeed, many Gen Yers are accessing the Internet through cell phones. Allow access to networking pages the military might want to create, similar to You Tube and Facebook.

4. Retention strategies. Focus on the chance to learn the best cutting edge technology. Emphasize the range of connectivity possible in one of the largest, most diverse, far reaching organizations in the world.

In sum, generational diversity is one of the currently prominent areas of diversity. Baby Boomers, Generation X, and Generation Y (Millennials) each have their own perspectives on technology, core values, icons, communication styles, and style of leadership. The military must attend to these generational differences in recruiting, training, and retention efforts, if they are to be successful in attracting and keeping the best of each generation.

Targeted Recruiting for Diversity: Strategy, Impression Management, Realistic Expectations,

and Diversity Climate

An established method of diversity recruiting is targeted recruiting, where the focus is upon locating, identifying, and attracting potential employees (Rynes, 1991), in this instance women and minorities. Moreover, successful recruiting increases the person's fit with the organization (personal values fit organizational values), which in the long run decreases turnover (Ng & Burke, 2005). Targeted media may be career fairs, churches, community centers or specialized professional organizations (e.g., Hispanic accountants). For example, a survey of state police organizations found the most effective recruiting targeted practices were websites, career fairs, military base visits, college visits, community visits, and mentoring programs (Whetstone, Reed, & Turner, 2006). In this article, I will examine the effectiveness of targeted recruiting in relation to strategy, impression management, realistic expectations, and diversity climate.

Literature on the Effectiveness of Targeted Recruiting

Avery and McKay (2006) reviewed the literature on targeted recruiting for women and minorities. They found that organizations that present pictures of members of underrepresented groups and statements of affirmative action are more attractive to women and minorities; they feel like they will fit into the organization. In short, members of underrepresented groups react favorably to recruiting messages directed at them. Further, women and minorities react positively to recruiters similar to them.

Avery and McKay (2006) believe that impression management theory can enhance these recruiting messages. Essentially, impression management is attempting to control the image an individual presents to others (Schlenker, 1980). In this context, recruiters try to present a positive

image of the company to women and minorities. For example, recruiters can use ingratiation—the image that the organization is a friendly and welcoming company valuing diversity—through ads in targeted media presenting diversity policy statements, showing a diverse workforce working together, and using women and minority recruiters. In addition, the organization can practice the technique of promotion, where it presents advertising touting how their mentoring program produced successful women and minority managers in the organization. In essence, the organization is showing it is competent at producing diversity results. Further, the organization can use exemplification—performing acts of social responsibility—by sponsoring events important to underrepresented groups.

Realistic Expectations Theory

Although impression management techniques may enhance diversity messages, they may also create a problem once recruits are hired. Realistic expectations theory (sometimes term realistic job preview) posits that recruiting messages that are overly positive may produce unrealistically high expectations of success, which in turn to job dissatisfaction once new recruits enter the organization and face reality. This ultimately leads to turnover (Breaugh, 1992; Wanous, 1991). Impression management techniques like ingratiation and promotion may then unwittingly create unrealistically positive impressions of how diverse and inclusive the company appears to be, which does not match the reality of the organization. Organizational strategy may hold the answer as the basic device defining the reality of the organization.

Organizational Strategy

The primary mover of the organization is its strategy, which details its purpose and direction. Recent research has shown that organizational strategy influences the effectiveness of diversity in the organization. In several studies, Richard and his colleagues (Richard, 2000;

Richard, McMillan, Chadwick, & Dwyer, 2003; Richard, Barnett, Dwyer, & Chadwick, 2004) show that a strategy, such as innovation, that requires rich perspectives and knowledge resources provided by a truly diverse workforce produces strong financial performance. On the other hand, strategies that do not require diversity advantages do not profit from a diverse workforce.

To illustrate, a strategy of innovation requires rich perspectives and a diverse knowledge resource base for solving problems, such as new products and services to develop. In other words, diversity in background, values, and ideas would be valued by an innovative company. Recruiting reinforced by the impression management techniques of ingratiation and promotion that emphasizes the diversity of the organizational workforce would attract prospective employees who expect to see a variety of people in the organization. Those hired would see that the organization not only values but requires diversity for the innovative strategy to work. In short, the hires' expectations have been set at a realistic level; they would be expected to have high job satisfaction and stay with the organization.

On the other hand, a strategy of niche development, where the organization focuses upon one type of customer, would require employees who are similar to and consequently understand that customer block. The organization, thus, does not actually value overall diversity but rather specialization toward one customer base. Recruiting techniques touting diversity reinforced by impression management techniques emphasizing variety in the workforce would again set high expectations for diversity in the organization. New hires, however, would find that the organization values only those attributes associated with that one customer niche. Thus the recruiting expectations do not meet reality, job satisfaction decreases, and new employees are more apt to leave.

A third strategy of cost containment would emphasize rule following with little value for diversity of the workforce. Everyone is focused in the same monolithic direction on following rules to reduce costs. A recruitment process emphasizing diversity reinforced by ingratiation impression management would create high expectations of diversity in the organization, which would not be met by the one purpose of cost cutting. Again, job satisfaction for new hires would decrease leading to turnover.

A fourth strategy of competition would value skill and ability in employees. The emphasis would be upon creating and enhancing new products and services in order to dominate the market. In terms of diversity, this would emphasize the invisible or deep level of diversity—skills, ability, and knowledge (Harrison, Price, & Bell). If recruiting techniques through promotional impression management focus upon these aspects of diversity (e.g., skills, abilities, and knowledge), employees will develop realistic expectations, higher job satisfaction, and consequently stay with the organization. On the other hand, if the recruiting process emphasizes only background diversity (e.g., race, gender, and age) through ingratiation and impression management, unrealistic expectations will occur.

Diversity Climate

A basic means for management to understand whether employee expectations gained from recruiting are realistic is to measure the diversity climate. Diversity climate reflects the diversity values of the organization, which the individual uses to determine degree of fit with personal values. A good fit may translate into staying with the organization, whereas a bad fit may result in turnover (Ng & Burke, 2005).

Diversity climate consists of perceptions of the presence and enforcement of relevant policies, such as affirmative action; perceptions of the fairness of organizational procedures, such

as performance evaluation and the reward structure; the diversity reputation of the organization; and the overall tendency of the organization toward inclusion of all employees (Avery & McKay, 2006; McKay, Avery, & Morris, 2008). Most importantly, diversity climate is linked to job satisfaction (Cox, 1993). Indeed, research shows that positive diversity climate does produce positive employee attitudes, such as job satisfaction (McKay, Avery, Tonidandel, Morris, Hernandez, & Hebl, 2007). Diversity climate may then be the basic criterion for reality, the basis for discerning whether employee expectations of fairness and inclusion gained from recruiting are realistic.

There are a number of diversity measures available. To illustrate, the McKay et al (2008) diversity climate instrument measures the following items:

- Employees trust that the company treats them fairly.

- The company has diversity friendly environment.

- The company respects views of people.

- Top leaders have a visible commitment to diversity.

Moroever, Holvino, Ferman, and Merrill-Sands (2004) suggest other items that a diversity climate survey should cover:

- Fair and unbiased systems of performance appraisal, reward and promotion.

- Access to important information to do jobs well.

- Influence on decision making.

- Opportunities to acquire and develop new skills.

- Opportunities for mentoring and networking.

- Strong patronage of diverse customers.

- Increasing creativity and innovation.

- Increasing organizational flexibility.

Model of Recruiting Factors

Figure 1 illustrates how the various recruiting variables fit together. Organizational strategy sets the tone for recruiting messages. Impression management techniques then either enhance or detract from the effectiveness of recruiting messages. Resulting employee expectations are either realistic or unrealistic as framed by organizational climate. Realistic expectations would result from positive targeted recruiting messages in the advertising and diversity recruiter media, reinforced by impression management techniques, seen against a backdrop of fair and inclusive climate. Unrealistic expectations would occur when the positive recruiting messages are contradicted by a negative diversity climate reflecting an unfair and elitist organization. In turn, realistic expectations would translate into high job satisfaction and ultimately retention. Unrealistic expectations would produce low job satisfaction and eventually turnover.

Recommendations for Improving the Effectiveness of Recruiting

1. Look to the organizational strategy as the driver for recruiting. Just as strategy provides the underlying direction for other processes in the organization, strategy should drive recruiting. Further, strategy should dictate which impression management techniques to use (e.g., ingratiation, promotion, or exemplification) and what image to convey (i.e., inclusive of all employees or focusing upon successful ones).

2. Ensure that recruiting impression management image is aligned with diversity climate. The diversity climate represents the real world of the organization. It is important to measure that climate to discover how employees actually perceive diversity efforts and the degree of inclusiveness of the organization. One important component of diversity

climate is diversity reputation. A positive reputation should be reinforced by promotional impression management techniques touting the effectiveness of the reputation for individual and organizational success (Avery & McKay, 2006).

3. Measure new hires' expectations. Expectations are the core of the targeted recruiting model, joining recruiting messages to perceptions of organization climate. In turn, expectations translate into job satisfaction or dissatisfaction and ultimately turnover. Most organizations, however, do not measure expectations. As realistic expectations theory posits that job dissatisfaction and turnover occur in the crucial first year of employment (Wanous, 1991), it is important to measure expectations in the first few months of employment.

4. Ensure recruiters are informed and knowledgeable. Applicants respond favorably to recruiters they perceive as informed and knowledgeable (Thomas, 2005). Moreover, such recruiters affect both applicant impressions of the organization and satisfaction (Breaugh & Starke, 2000).

In conclusion, impression management techniques can enhance targeted recruiting for diversity. Indeed, it can be overly effective and create unrealistically high expectations that lead to low job satisfaction once in the organization and ultimately to turnover. Diversity climate is therefore a means for measuring the reality of the situation in the organization. Moreover, organization strategy should drive efforts at targeted recruiting and increasing retention.

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Author Note

Appendix

Figure 1. Recruiting Effectiveness Model

Strategy		Targeted Recruiting Techniques		Employee Expectations		Job Satisfaction		Turnover and Retention

	Impression Management Techniques		Diversity Climate
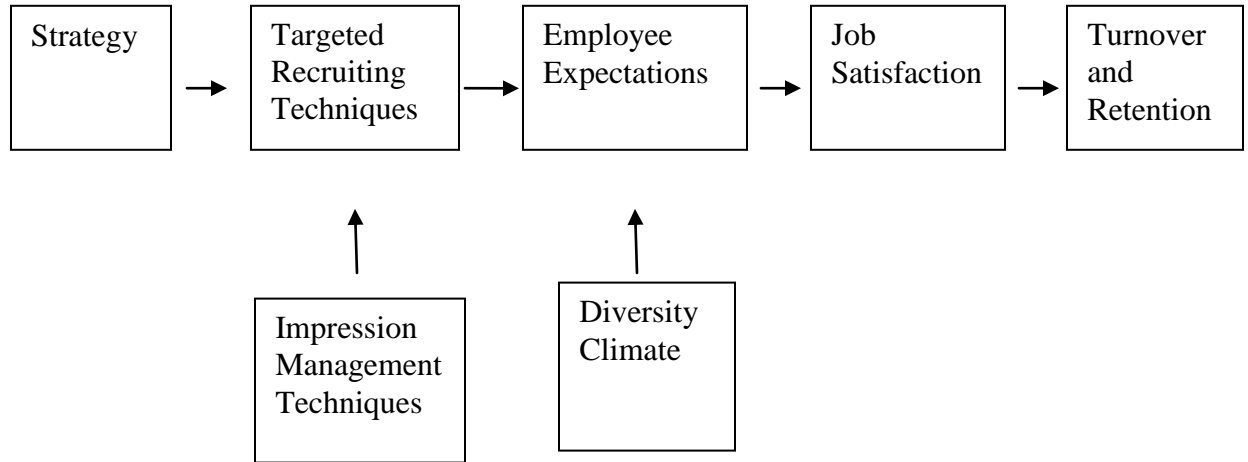
Table 1

Definitions of Diversity

Source	Definition
Cox, 2001, p. 3	"variation of social and cultural identities among people existing together in a defined employment setting"
Hays-Thomas, 2004, p. 12	"differences among people likely to affect their acceptance, work performance, satisfaction or progress"
Jackson, Joshi, & Erhardt, 2003, p. 802	"distribution of personal attributes among interdependent members of a work unit"
Milville, Gelso, & Pannu, 1999, p. 291	"an attitude of awareness and acceptance of similarities and differences that exist among people"
Alan Mulally, CEO of Ford Motor Co.	"include all employees deeply, thoughtfully, and broadly in the business"
Naval Surface Forces Diversity Policy, 2008, p. 5	"inclusion of all the different characteristics and attributes of individual Sailors and civilians that enhance the mission readiness and war-fighting capability of the Navy"

Table 1 (continued)

Definitions of Diversity

Source	Definition
Thomas, 2005, p. 9	"those individual differences that are socially and historically significant and which have resulted in differences in power and privilege inside as well as outside of organizations"

Table 2

Dimensions of Diversity

Source	First Dimension (examples)	Second Dimension (examples)
Harrison, Price, & Bell (1998)	Surface-level (gender, race, age)	Deep-level (attitudes, beliefs, values)
Jackson, Joshi, & Erhardt (2003)	Attributes detected upon first meeting (age, sex, race)	Attributes only after know well (personality, knowledge, values)
Loden & Rosener (1991)	Primary differences cannot be changed (gender, race, sexual orientation)	Secondary differences can be changed (religion, education, experiences)
Milliken & Martins (1996)	Observable (race, sex, age)	Non-observable (personality, skills, experience, knowledge)

Table 3

Purposes of Diversity Management

Source	Purpose
Gilbert, Stead, & Ivancevich, 1999, p. 61	"create greater inclusion of all individuals into informal social networks and formal company programs"
Hays-Thomas, 2004, p. 12	"make differences among people into an asset rather than a liability for the organization"
Linnehan & Konrad, 1999, p. 399	"reduce intergroup inequality"
Thomas, 1996, p. 10	"a comprehensive managerial process for developing an environment that works for all people"
Von Bergen, Soper, & Foster, 2002, p. 239	"create a positive work environment for all"

Table 4

Summary of Diversity Best Practices

Area	Best Practices		
Recruiting	Targeted recruiting: -Women and minorities in ads -Women and minority recruiters -Target diversity group activities	Recruiting messages: -Inclusion -Diversity issues	
Selection	Fair and equitable practices	Fit of personal and organizational values	New hire orientation -Top execs present
Partnerings	Partner with diversity communities		

Table 4 (continued)

Summary of Diversity Best Practices

Area	Best Practices		
Training and development	Diversity training: -Small group work -4 evaluation levels: -Reaction -Learning -Behaviors -Results	Mentoring -Chemistry must develop -Mentoring alternatives	Networking -Alleviate isolation -Connectivity
Leadership	Show commitment	Executive coaching -Sensitive material	
Feedback	Manager performance evaluations	Exit interviews and surveys	

*Table 4 continued on next page

Table 4 (continued)

Summary of Diversity Best Practices

Area	Best Practices		
Training and development (continued)	Diversity training: -9 success factors: -Mgmt support -HR practice -Customized -Pro trainers -Train all -Discuss issues -Behavior focus -Goal linkage -Impact culture	Mentoring	Networking

Table 4 (continued)

Summary of Diversity Best Practices

Area	Best Practices	
Retention	Positive diversity climate	Job satisfaction factors:
		-Pay
		-Promotion opportunity
		-Colleagues
		-Work itself
		-Policies
Affinity groups	Employee resource groups:	
	-Networking	
	-Feedback	
	-Professional development	
Accountability	Authority for diversity change	Diversity report cards
	-Diversity managers	-Hiring data
	-Diversity committees	-Balanced Scorecard

Table 5

A comparison of Issues in the Three Generations

Issue	Baby Boomer	Generation X	Generation Y
Position in organization	Top	Middle levels	First level
Technological response	Laggard – slow to accept technological innovations	Avid users – quick to accept technological innovations	Innovators – among first to accept new technology
Core values	Optimism, competitive, success-oriented, self important	Skepticism, work-life balance, adaptability, creativity, entrepreneurial spirit	Connectivity, large aspirations, immediate gratification, curiosity, inclusivity
Defining icons	Civil rights movement, Vietnam War, JFK, RFK, MLK Assassinations	Women and gay rights, AIDS, Challenger disaster	9/11, other terroristic acts in the U.S.
Defining places	Watergate Hotel, Hanoi Hilton, Kent State, Woodstock	Somalia, Chernobyl, Starbucks	Twin Towers, Oklahoma City, 90210, cyberspace

*Table 5 continued on next page

Table 5 (continued)

A comparison of Issues in the Three Generations

Issue	Baby Boomer	Generation X	Generation Y
Preferred communication mode	Face to face with some electronic media	Electronic - email; casual and direct	Electronic - cell phones and texting
Motivators	Rewards indicating success – trophies, plaques	Reward what they know – information, skills, and ample time off	Rewards for activities in the present, curiosity, applying energy and enthusiasm, broadening skills
Preferred leadership style	Participative and equitable, consensus-building	Team-oriented, adaptable	Team-oriented, diverse, entertaining, exciting, inclusive
Loyalty	To the importance of work and to the profession	To individuals who have proven selves	People, positive experiences, and opportunities for success

Table 5 (continued)

A comparison of Issues in the Three Generations

Issue	Baby Boomer	Generation X	Generation Y
Assets	Work ethic, corporate memory	Technology experts, creative, flexible, facility with information	Technology and information experts, goal oriented, multi-tasking
Shortcomings	Costs of aging, self-centered, judgmental	Cynical, resist micromanagement	Impatient with routine, over-confident

Table 6

A Comparison of Management Techniques for the Three Generations

Technique	Baby Boomer	Generation X	Generation Y
Communication	Use optimistic language	Use short time horizons and answer "why"	Focus upon present activities with exciting, dynamic messages
Goal setting	Set positive goals	Set immediate goals	Set expansive, immediate goals
Motivation	Reward successes	Reward knowledge resources	Reward multitasking informational sources
Team work	Focus upon individual contributions to team	Focus upon fitting into the team	Channel their enthusiasm, multitasking into teamwork
Training technology	Use traditional lecture and reading with some technology	Use multimedia technology	Use multimedia technology

*Table 6 continued on next page

Table 6 (continued)

Comparison of Management Techniques for the Three Generations

Technique	Baby Boomer	Generation X	Generation Y
Poor management techniques	Blame, taking for granted	Time management, micromanaging, abusive styles	Stereotyped as young and impulsive
Leadership	Acknowledge their work, emphasize competition	Cultivate their entrepreneurial assets	Channel their enthusiasm, build on diversity

Table 7

Summary of Recommended Military Applications for the Three Generations

Application	Baby Boomer	Generation X	Generation Y
Recruiting advertising messages	"Success," "Go the extra mile"	"Newest and best technology," "Run by highly trained mobile adaptive teams"	"Important member of high tech team," "Military tech needs you"
Mission success	Hard work and competition	Member of responsive, competent, adaptive team	Member of fast paced, diverse high tech team
Networking bases	Face to face, some electronic media	Cell phones and Internet	Connectivity through Internet pages
Retention strategy messages	Competition, challenge, long hours, important contributions, add value to military	Learn complex, relevant technology; learn information access and use in large organization	Chance to learn best cutting edge technology; connectivity in large, diverse, world wide organization