

A. The melting pot

The melting pot, a play written by the English Jewish author Israel Zangwill, opened in New York City in 1908. The great ambition of the play's composer-protagonist, David Quixano, was to create an American symphony that would express his deep conviction that his adopted land was a nation in which all ethnic differences would combine to form a new people, superior to all. Because it embodied an idea that was persuasive in the United States at that time, the play was a huge success.

Contrary to Don Quixano's dream, what in fact happened was the most of the immigrant and ethnic cultures stuck to the bottom of the proverbial melting pot. Anglo- American culture stuck to the bottom of the proverbial melting pot. Anglo-American culture remained dominate. Other ethnic groups had to give up their ethnic truth. Rather than a melting pot, the United States had Anglo conformity.

The American school, other American institutions, embraced Anglo-conformity goals. One of its major goals was to rid ethnic groups of their ethnic traits into forced them to acquire Anglo- American values and behavior. Ellwood P. Cubberley, the famed educational leader, clearly stated the school's goal near the turn of the century:

Everywhere these people, immigrants, tend to settle in groups or settlement and to set up their own national manners, customs, and observances. Our task is to break up their groups in settlements, to assimilate or amalgamate these people as part of the American race, and to implement in their children, as far as can't be done, the Anglo Saxon conception of righteousness, law, order, and popular government, and to awaken in them reverence for our democratic institutions and for those things which we as a people how to be of abiding worth.

B. The Salad Bowl: Cultural Pluralism

Philosophers and writers at the turn of the century, such as Horace Kallen, Randolph Bourne, and Julius Drachsler, strongly defended the rights of immigrants then entering the United States. They rejected the assimilationist argument made by leaders like Cubberley, arguing that a political democracy must also be a cultural democracy and that the thousands of Southern, Eastern, and Central European immigrants had a right to maintain their ethnic cultures and institutions in American society. They used a “salad bowl” argument, maintaining that each ethnic culture would play a unique role in America and would contribute to and enrich the total society. This position was called “cultural pluralism” and its advocates asserted that it should be used to guide public and educational policies.

The arguments of the cultural pluralists were a cry in the wilderness. America’s political, business, and educational leaders continue to push for the assimilation of the immigrant and indigenous racial and ethnic groups. They feel that only in this way because they make a unified nation I love so many different ethnic groups with histories of wars in hostilities in Europe. The trial of assimilationist forces in American life was symbolized by the immigration Acts of 1917 and 1924.

Design to halt the immigration of southern, Central, and eastern European groups, such as Poles, Greeks, and Italians, the immigration act of 1917 required immigrants to pass a reading test to enter the United States. When this act failed to substantially reduce the number of immigrants from these nations, the nativist groups successfully pushed for a second act, which drastically limited the number of immigrants who could enter the United States from all nations except Western Europe. This act of 1924 ended the era of massive immigration to the United States and closed a significant chapter in American history.

The New Pluralism

Assimilationist Forces and policies dominated American life from about the turn of the century to the beginning of the 1960s. Assimilationist ideas were almost totally unchallenged during this long period. Most minority- group leaders, as well as most dominant group leaders, saw the assimilation of America’s ethnic groups as the proper societal goal. True, there were a few stray voices who talked about separatism and ethnic cultures, such as Marcus Garvey in the 1920s. However, please lone advocates were successfully ignored or silenced.

By the late 1950s and early 1960s, the combine forces Verizon expectations and discrimination in employment, housing, and education, caused Afro Americans to lead an unprecedented fight for their rights which became known as the Black Revolt.

The assimilationist policy shaped a nation from millions of immigrants and from diverse Native American groups and prevented the United States from becoming an ethnically balkanized nation. The assimilationist idea also worked reasonably well for ethnic peoples who were white. However, it did force many of them to become “marginal” and to reject family and heritage. Denying ones basic group identity is a painful and psychologically unsettling process. Despite this, most members of white ethnic groups have been able, in time, to assimilate sufficiently to climb the economic and social ladders.

The assimilationist idea has not worked nearly as well for ethnic peoples of color. This is what blacks realized by the early 1960s. The unfilled promises and dreams of the assimilationist idea was a major cause of the black civil rights movement of the 1960s. Many blacks who had

become highly assimilated Afro-Saxons were still unable to participate fully many American institutions. Blacks were still denied many opportunities because of their skin color. They searched for a new ideal. Many endorsed some form of "cultural pluralism," and the idea born at the turn of the century was refashioned to fit the hopes, aspirations, and dreams of disillusioned ethnic peoples in the 1960s.

Blacks demanded more control over the institutions in their communities and fuller representation of their ethnic cultures in all institutions, including the schools. They demanded more black teachers and administrators for their youths, textbooks which reflected black culture, and cafeteria foods more like those which their children are at home.

Educational institutions at all levels began to respond, and the apparent success of the Black Revolt caused other alienated ethnic groups of color, such as Mexican Americans, Asian Americans, and Puerto Rican Americans, to make similar demands for political, economic, and educational equality.

Mexican American and Asian American studies courses emerge paralleling black studies. The reform movements initiated by the ethnic peoples of color cause many white ethnic groups that had denied their new cultures in the past to proclaim ethnic pride and to push for the inclusion of more information about white ethnic groups in the curriculum. This movement became known as the "new pluralism." Judith Herman writes,

It has been described as reactive, me too, essentially opportunistic and false. For some, it may have been. But for many, especially the new generation of ethnic leaders, it was a real response. It was in part a sense that the requirement for success in America seem to be an estrangement from family and history; that for all is retort about pluralism, America didn't mean for a necessity to go beyond the boundaries of food, a few statues or parades honoring heroes, of colorful costumes and dances.

In a sense, the black civil rights movement legitimized ethnicity and other alienated ethnic groups begin to search for their ethnic roots and to demand more group and human rights.

C. Programs to silence protest

Mini school districts, more anxious to silence “militant” ethnic students and teachers than to reform the curriculum, structured hurriedly and poorly conceptualized ethnic studies programs and hired anyone with a visible claim to ethnic group membership to teach them. Consequently, these programs were often badly taught in highly politicized. They often emphasized how ethnic peoples of color have been victimized by institutional racism.

The courses usually focused on only one ethnic group. Those black studies unit and courses were used retire in predominantly black schools, Puerto Rican American schools. The assumption was that in the United States only black Americans needed to study about blacks in only Puerto Rican Americans needed to study about Puerto Rican’s. While both the politicized nature and monoethnic character of ethnic studies programs have waned tremendously in recent years, monoethnic programs and practices still haunt multiethnic education movement. School districts often point to their Asian-American studies or black studies courses to explain why they have not attempted to reform the general course of study.

Since these courses are usually electives taken by only. A small percentage of the school population, district personnel tend to think that there is not a great need for them. While specialized ethnic studies courses can and often do, in fact, serve essential needs of students, for true multi ethnic education the total curriculum should be changed to reflect and Ethnic diversity.

D. Children's Learn What They Live

Often assume the children are unaware of racial differences, and that they will merely "create" problems by making the study of ethnicity an integral part of the curriculum. The idea is wide spread among teachers, probably because they are not acquainted with the research on the racial attitudes of children and I have not carefully observed children in interracial settings and situations.

Over the years, research has consistently shown that very young children, even before they enter kindergarten, are aware of racial differences and very soon internalize the evaluations of different races that are widespread within their culture. Studies by Kenneth B. And Mamie Clark, Mary Ellen Goodman, and J. Kenneth Moreland have shown that very young children are aware of racial differences.

Long before they enter school, children learn about race from their parents, television, cartoons, and movies: all of these experiences, which Carlos E. Cotés calls the "social curriculum," teach children ideas and attitudes toward ethnic and racial groups. Unfortunately, many of the ideas and attitudes that children learn from the wider society are negative, stereotypic, and damaging to children themselves and to the victimized groups. Research by Moreland, for example, indicates that both black playmates. Recent research by Charles Y. Glock and his associates indicates that by adolescence ethnic and racial bias is widespread. They write, prejudice is rampant in school populations... not only racial prejudice but anti-Semitism and a virulent but especially neglected class prejudice as well." Other research has highlighted the negative images of different ethnic and racial groups that children learn from television and the mass media.

This, contrary to what many teachers believe, children are keenly aware of racial differences and have developed discriminatory attitudes toward racial and ethnic groups by the time they enter school. It is true, however, that the racial attitudes of a 5-year - old are not as well crystallized as those of a teen-aged. This suggest that is the curriculum is going to have any significant impact on the racial and ethnic attitudes of children, it should be multiethnic, beginning in the early of preschool years.

E. We Treat Them All the Same

Many teachers say they would like to teach about ethnicity and race but have no blacks or other ethnic minority students in their classes. These well intentioned teachers, too, have some misconceptions about the nature of ethnicity and about the goals of multiethnic education. They assume the ethnic studies is the study of "them" meaning as net people of color, in that American studies is the study of "us," meaning Anglo Americans.

Ethnicity is broad concept which is often misunderstood by educators. Social scientist define in group as a group with unique culture, heritage, and tradition, and some unique value orientations, Belief, and behavior. And ethnic group is also a political and economic interest group. The bronze definition suggest that all Americans are members of one of the group or another, including Anglo Americans, Irish Americans, and German Americans. However, many white group individuals who have experience total assimilation have become ethnically Anglo-Americans. People vary greatly in the degree to which they identify with their ethnic groups. Some Afro Americans in Mexican Americans are highly simulated and have almost no identification with their ethnic group; other members of these groups, and also show classes, identify strongly with them. The same is true for white ethnic group members.

When a broad definition of it in the group is used to conceptualize and design school programs related to ethnicity, ethnic Studies involves the study of both "us" and "them," Not just the study of people of color or ethnic minority groups. A major goal of ethnic studies, conceptualized in this way, is to help the individual to better understand himself by looking at his culture and behavior through both perspectives of another culture. Clyde Kluckhohn, the eminent American anthropologist, wrote that "[cultural studies] hold up a great mirror to Man and let him look at himself in his infinite variety." Better self-understanding is one of the key goals of multi ethnic education. In a sound multiethnic curriculum, the teacher helps each child to see that he is a member of many different groups in that the ethnic group is one of the many groups to which he belongs.

Ones attachment to and identity with these various groups varies with the individual, the time in one's life, and the situations and settings in which one finds oneself. Because of their visible physical traits, some ethnic group members are forced by the larger society to identify with their ethnic groups. These individuals many blacks in Chinese Americans, for example often have a strong identity with your ethnic group, in large part because their physical traits do not permit them any choice. However, a black person's identity with his ethnic group may vary with region, social class, or educational level. Other individuals, such as many Norwegian Americans, have little or no identity with their ethnic group, in large part because they usually have the option of whether to identify with it. Other groups, such as religious, social class, or occupational groups, are much more important to some individuals then is there ethnic group. The converse is also true.

A teacher must look at each individual in his class and determine which identifying groups are the most important for each student. This determination should help him decide on his teaching strategy. Ethnicity will be very poor in for some students, over little or no importance to

others. The teacher cannot assume that just because a student is black or Chicano, he is necessarily interested in or strongly identified with the ethnic group to which he belongs. Does Nick identification should not be forced on people; to do so would probably do more harm than good. Nor should ethnicity be artificial or romanticized. Many students, especially mini white students, are culturally Anglo Americans, even though their ancestors may have come from Southern or Central Europe. The teacher should be careful not to force these students to "find" their ethnic roots.

Forcing students to identify ethnically can't be psychologically unsettling and embarrassing. In one classroom, a teacher told the children to group themselves by their ethnic groups to complete an assignment. After the groups have been formed, Susie was sitting alone at her desk. The teacher said, "Susie, why aren't you in a group? Where is your group?" Susie answered in tears, "I don't have a group, Miss Bandini!" Miss Bandini certainly did not mean to shame or hurt Susie, but she had done so despite her benign intentions and concern for teaching about ethnicity.

F. Us and Them

Many teachers see ethnic as essentially additive to the major curriculum thrust. They believe that multiethnic education consists primarily of adding minority heroes to the list of Anglo American heroes that are already taught. Thus Martin Luther King and Cesar Chavez or study along with George Washington and Thomas Jefferson.

There are several problems with the hero approach to teaching about race and ethnicity. It tends to emphasize the experiences of selected heroes, many of whom are of questionable historical significance, rather than the total experience and problems of ethnic groups, viewed from a comparative, conceptual, and interdisciplinary perspective. Often children learn a little about the experiences of in ethnic group when they study only its heroes.

The hero approach to teaching about ethnicity to often emphasizes the memory of isolated facts and does not help children develop higher-level thinking skills or learn how to resolve value related personal and social problems. The curriculum should help students master higher level conserves in generalizations and to resolve social issues rationally. Isolated facts about Crispus Attucks, for example, don't help students develop inquiry skills and abilities any more than isolated facts about Abraham Lincoln or George Washington. The hero approach to ethnic studies is clearly insufficient.

Change the curriculum to reflect the ethnic diverse city within American society provides a tremendous opportunity to implement much needed radical curriculum reforms, such as conceptual teaching, interdisciplinary approaches to the study of social issues, value inquiry, in the provision of opportunities for students to participate and become involved in social action. Multi ethnic education can serve as a vehicle for general and radical curriculum reform. This is probably its greatest promise. It is a process as well as a reform movement that will result in a new type of schooling which presents novel views of the American experience and helps students acquire the knowledge, skills, and commitments needing to make our nation more responsive to the total human condition.

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Integration-and-learning Paradigm

The fourth paradigm, the integration-and-learning paradigm, which largely emerged in the 1990s, reflects characteristics of both the discrimination-and-fairness program and the access-and-legitimacy paradigm but goes beyond them by embracing the business case for diversity and "by concretely connecting diversity to approaches to work."⁶⁵ Leaders who adopt this approach recognize that employees frequently makes decisions and choices at work that draw upon their identity-group affiliations.⁶⁶ Executives actively recruit and retain their diverse workforce and management team will lead to better decisions and an enhanced bottom line.

Organizational leaders who adopt this paradigm are proactive about learning from diversity, encourage people to use their cultural experience at work, fight forms of dominance and subordination based on demographics categories, and ensure that conflicts related to diversity and are acknowledged and resolved with sensitivity.⁶⁷ When using this approach, leader "must recognize both the learning opportunities and the challenges that the expression of different perspectives presents or an organization for an organization"⁶⁸ not only should leaders understand the challenges, but they must be able to communicate easily and clearly their message about diversity and diversity management within their company. Employees within these organizations should have a clear understanding of the critical and integrative role that diversity plays within the organization.

RETORIC OF DIVERSITY MANAGEMENT

The integration-and-learning paradigm is reflected in the rhetoric of diversity management. This rhetoric is different from both the rhetoric of affirmative action and the rhetoric of valuing diversity, specifically because it maintains that effective diversity management creates not only a competitive advantage in consumer markets but an environmental in which differences are "valued and allowed to influence positively [organizational members'] experience in contribution to the work of the organization."⁶⁹ Diversity management seeks to align the skills and personal experiences of the individual members of the organization with its mission and strategy.

A business example that represents this approach is IBM. Former CEO of IBM Louis V. Gerstner's rhetoric of diversity management was the catalyst or IBM's philosophical shift from "minimizing differences to amplifying them and to seizing on the business opportunities they present."⁷⁰ Gerstner and IBM's vice president of Global Workforce Diversity, Ted Childs created eight diversity task forces made up of the following demographic executive-led constituencies: Asians, African Americans, gays/lesbians/bisexuals/transgender (GLBT) individuals, Hispanics, white men, Native Americans, people disabilities, and women. After receiving feedback from these constituencies, Gerster allowed diversity perspectives to influence throughout work of IBM. IBM indeed looks different today than it did in 1995 at the beginning of Gerstner's tenure, with, for example, a 370 percent increase in the number of female executives worldwide, a 733 percent increase of GLBT executives, and a tripling of the number of executives with disabilities. According to Thomas, IBM succeeded in management diversity because it had put in place four "pillars of change": IBM demonstrated leadership support, engaged employees as partner, integrated diversity with management practices, and linked diversity goals to business goals.⁷¹

Although the diversity management model presents a progressive way of understanding diversity in the workplace, one of its underlying assumptions is the validity of the business case for diversity. We believe that the diversity educator should lead an open discussion on why this assumption

is potentially problematic. For the past decade, many proponents of the business case for diversity have maintained that a diverse workforce yields a competitive advantage to organizations. The business case is unclear, however, as shown in the academic literature, even though we believe that is often taught without presents many qualifications to students.⁷² Because of the emotion often associated with diversity issues, this critically important discussions of the weaknesses of the business case for diversity has been inadvertently avoided or actively silenced in diversity education

UNDERSTANDING THE BUSINESS CASE FOR DIVERSITY

The Business Case for Diversity

Even though there are questions about the soundness of some of the arguments in favor of the business case for diversity, it is important for students to understand the assertions (i.e. management training, and recruiting) based on assumptions about its validity. Those who support the business case for diversity argue that diverse organizations will realize cost saving, recruit the best talent, and have high rates of growth

COST SAVING The business case suggests that by embracing the value of diversity and diversity management, an organization will reduce cost and create a competitive advantage.⁷³ For example, if employees believe they are respected, they will stay with the company longer while maintaining strong accountability and productivity. The Society for Human Resources Management (SHRM) reminds us of the commonsense argument that a company's return on investment "is reduced when commitment and productivity are lost because employees feel disregarded, time is wasted with conflicts and misunderstandings, and money is spent on legal fees and settlements"⁷⁴ The business case for diversity will lead to lower turnovers among women and minorities, higher commitment from them, and fewer lawsuits. Lowering these factors should reduce cost to the company and, in turn, raise profits.

WINNING THE COMPETITION FOR TALENT An organization with a strong reputation for managing its diverse workforce will be more likely to attract and recruit the most talented workers. It is, therefore, a competitive advantage to be ranked in one of the "top diversity list"- such as Fortune's "Best Companies for Minorities," Diversity's Inc.'s "Top Companies for Diversity" or "The 100 Best Companies for Working Mothers List." In addition, it is now common for talented recruits to "ask about an organization's diversity initiative and factor that into their employment decision."⁷⁵

DRIVING BUSINESS GROWTH The business case for diversity frames business growth in terms of marketing, creativity, and problem solving, and flexibility and global reactions. In the light of the increasingly global and diverse consumer market, one commonly heard business case argument most naturally in marketers with the same cultural background."⁷⁶ In fact, some scholars suggest that "In some cases, people from a minority culture are more likely to give patronage to a representative of their own group" and "for a least some products and services, a multicultural sales force may facilitate sales to members of minority culture groups."⁷⁷ The argument of the business case is that when employees feel that their diverse background and perspectives are recognized and appreciated, the quality of the problem solving and creativity likely to improve. There is evidence to suggest that heterogeneous group perform well in terms of making well- considered decisions.⁷⁸ Researchers have suggested that "Minority view can stimulate consideration of nonobvious alternatives in task group" and that "persistent exposure to minority viewpoints stimulates creative thought processes."⁷⁹ According to the business case, diverse workforces have the potential to solve problems better because of several

factors: A greater variety of perspectives brought to bear on the issue; a higher level of critical analysis of alternatives; and because there is a lower probability of groupthink, a higher probability of generating creative solutions.⁸⁰

According to the business case, the skills of flexibility and adaptability that are learned in a diverse workplace will extend generally and enhance the employee's ability to communicate across national and organizational cultures. Thus, diverse companies should be able to compete more successfully in a complex and global economy. Research suggest, for example, that companies with greater diversity make better business partners and merge more smoothly with other companies. The transitions is less difficult for diverse companies because they familiar with accepting the differences among people within cultures.⁸¹ Scholars argue that this characteristics of adaptability will enhance a company's ability to communicate more effectively when faced with developing and maintaining relations internationally.⁸²

ASSESSING the Business Case for Diversity

We believe that the business case for diversity represents an important yet incomplete step toward understanding the intersection of diversity and the workplace. In an effort to advance the understanding the intersection-and-learning paradigm, we illuminate several assumptions underlying the business case and pose some questions about them. Because organizations are basing their diversity-related decisions in the business case, it is important for diversity educators to review carefully the strengths and weakness of the business case for diversity.

A DIVERSE WORKFORCE AND PRODUCTIVITY

Thomas A. Kochan, codirector of the Institute for Work and Employment Research at MIT's Sloan School of Management, and his colleagues maintain that "The diversity industry is built on sand... The business case rhetoric for diversity is simply naïve and overdone. There are no strong positive or negative effects of gender or racial diversity on business performance."⁸³ This is a statement is based on the finding of a five-year research project led by the Diversity Research Network and published in the journal Human Resource Management.

Unfortunately, perhaps, one cannot assume that a diversity program will benefit an organization; in fact, "poorly managed diversity programs can be as harmful as well-run one can be beneficial."⁸⁵ And adding even more complexity, "even when diversity is managed well, the results are mixed. The best organizations can overcome the negative consequences of diversity, such as a higher turnover and greater conflict in the workplace, but that still does not mean there are positive outcomes."⁸⁶

MEASURING THE RESULTS OF DIVERSITY EFFORTS Human resources executives often do not demand documented evidence proving the bottom-line value of diversity initiatives because. In many cases, it is both difficult and costly to obtain. Kochan and his colleagues advise that "human resource managers and other professionals in charge of diversity efforts should take a more analytical approach in preforming their roles. Sophisticated data collection and analyses are needed to understand the consequences of diversity within organizations, and to monitor an organization's process in managing diversity." According to Laura Liswood, senior advisor to Goldman Sachs on diversity issues and a scholar at the University of Maryland's Academy of Leadership, it is difficult to create valid measures of

increased organizational performance because of diversity. "There is a connection between diversity and financial success, but typical profit-and-loss systems don't capture the benefits that diversity creates." It is one thing to measure diversity in terms of recruitment, promotion, or turnover rates: but it is entirely different to measure the full strategic financial impact of diversity initiatives.

SUPPORT OF DIVERSITY INITIATIVES BY DIVERSE EMPLOYEES because one of the goals of diversity initiatives is to empower diverse employees, a discussion of resistance by diverse employees is often omitted from discussion of the business case for diversity. It is important to have other minority groups, think corporate diversity programs benefit only black employees were also critical of corporate diversity efforts. Given these findings organizations should keep in mind that just because employees may fall into a group affiliation that is considered diverse, they may not support the initiatives that are implemented in support of the business case for diversity.

DIVERSITY TRAINING AND ADDED VALUE Diversity training programs are sometimes questioned and have even been charged with hampering an organization's effort to understand diversity and use diversity management as a business advantage. Some diversity training efforts can indeed be counterproductive, specifically with the results being a decrease in the number of women and minorities in managerial positions. According to David Tulin of Tulin and Associates in a diversity-consulting firm in New York City, diversity training may raise expectations by increasing "The minorities' anger and frustration" while increasing "the white males' of discrimination and exclusion often do not to long-term changes in behaviors. Instead, "group members and leaders must be trained to deal with group process issues, with a focus on communicating and problem-solving in diverse teams"

Despite large investments in diversity training (it is an estimated 8 billion dollar industry), the total number of discrimination charges filed with the EEOC have increased steadily since 1996 hitting a seven-year high in 2002- within the categories of race, sex, national origin, religion, age, and disability. This trend may represent increased dissatisfaction because of organizational failures despite the efforts of managers and consultants, or increased expectations; problem and enter complaints. In other words, factors leading to the increase of filing with the EEOC may include real failure, higher expectations, or increased awareness.

DIVERSE EMPLOYEES AND DIVERSE MARKETS One of the most frequently made business case arguments is that by hiring diverse employees, organization will be able to capitalize on who physically resemble themselves. Evidence to support this argument, however, is lacking. The Diversity Research Network, for example, finds no consistent evidence that most customers care whether the salespeople who serve them are of the same race or gender." In short, there is no clear proof that diversity causes better market performance. Indeed, the causal relationship between diversity causes better market performance. Indeed, the causal relationship between diversity and performance may be the reverse: Better-performing companies may simply attract the best talent among all group workers.

WHITE MEN AND DIVERSITY Some diversity scholars use an expansive definition of diversity so that members of no group- in particular, white men- feel excluded, whereas other scholars fail even to address the relationship between the dominant group(typically, white men) and diversity. Sondrea Thiderman, president of Cross-Cultural Communications, a San Diego consulting firm for workplace diversity advocates make is failing to incorporate white men in their strategies. According the DiversityInc.com, one important role of the diversity movement by reassuring him that he is not targeted as the enemy; helping him to see his position of privilege; and explaining how diversity is not

only a societal value but also a competitive advantage. Another approach is to invite white male category. When looked at from a nonessentialist perspective, white-male employees might affiliate themselves just as strongly with their religion, sexual identity, parental status, or age, as with their race. For example, a white man may experience discrimination because he is a Jewish, gay, a single parent, or an older worker. Lost in the business case rhetoric is a discussion of the multiple layers of diversity within the category "white male," a clear method for making the white-male voice legitimate in the conversation about managing diversity, and acknowledge that white males also represent a protected class under the categories "color of skin" and "race" as defined by the federal government.

CONCLUSIONS

We believe that a learning opportunity is represented in the pedagogical framework that we have presented in this essay. The first phase- crafting a definition of diversity- invites students and/or managers to grapple with definition that is inclusive enough to account for diversity's complexities while not being so expansive as to imply that each individual is uniquely "diverse." This phase- crafting a definition of diversity invites students/ and or managers to grapple with a definition that is inclusive enough to account for diversity's complexities while not being so expansive as to imply that each individual is uniquely diverse so that a more comprehensive, meaning definition can be crafted. The second phase examining leadership based paradigms that support them. In one of our classes' assignments, the students write a detailed analysis of a national organization known for its effective or ineffective diversity-management paradigms. Through this assignment students discover that in many organizations are in the process of transitioning between paradigms or taking diversity management seriously as they strive towards the integration-and-learning paradigm, they are able to diagnose strategies for the organization to implement in order to make diversity management an integrative force and competitive advantage.

The third phase- understanding and assessing the arguments of the business case for diversity is necessary because these arguments represent the premise on which American businesses makes their decision to millions of dollars in diversity training and initiatives. The widely believed and taught business case for diversity holds that managing diversity well can lead to improved organizational performance. This relationship may hold true under some conditions, but it is clear that managing diversity poorly can lead to disastrous results. If managers lead a diverse organization poorly, they will engender high levels of interpersonal conflicts and low levels of cohesion. Employee morale, and organizational commitment. Carefully examining the weaknesses of the business case for diversity helps to determine where diversity management and management research needs to be strengthened. Challenging diversity principles that are often accepted as truth can be controversial. We realize how raising these sensitive issues might make teaching diversity more challenging. Yet we encourage diversity educators to take what we believe is a worthwhile and productive pedagogical risk.

Indeed, the US workforce is more diverse than ever before and will become more with increasing globalization and immigration. There are no easy answers about how to manage effectively in general, let alone managing a diverse workforce effectively. Managers and students should recognize the complexity of this task and embrace it as a learning opportunity for themselves and their organizations. Managing diversity well depends on many of the same skills as to understand the complexity of managing diversity, alternative models for thinking about how to do so, and some of the issues that make the task challenging. Management is difficult, fraught with much uncertainty, and recognizing the

complexities that increase that uncertainty is important in helping students and managers learn how to recognize effective management.

Discussion Questions:

1. What do you believe is the significant demographic change facing the American workplace? Why?
2. Why is it important for an organization to have a clear definition of diversity?
3. What principles are the most in defining and understanding diversity?
4. What organizations can you identify that exemplify each of the diversity management paradigms: resistance, discrimination-and-fairness, access-and-legitimacy, and integration-and-learning
5. Which dimensions of the business case for diversity are the most persuasive? Why?
6. What are the strength and weaknesses of the business case for diversity?