



Facultat de Ciències Jurídiques
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PRACTICES TO MANAGE CULTURAL DIVERSITY IN WORK TEAMS

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1. **ABSTRACT**

Purpose: The purpose of this document is to explore the dimensions of cultural diversity, how it is present in organizations and how and with what practices it is managed. To do so, first, this document seeks to clarify the term of diversity, considering its positive and negative attributes. Then, it deepens cultural diversity within the organization and examines and develops the approaches and practices that manage cultural diversity in organizations.

Design / methodology / approach: This document represents a theoretical review of cultural diversity and the best practices to manage it within the organization, based on the need to understand what it is, how to develop it in the organization and how to manage it. The document refers to the existing literature related to cultural diversity, its management and its practices, obtained from the database of the University Jaume I, a large number of academic articles, books related to the chosen topic and web pages.

Findings: The world of work has evolved and, as a consequence to successfully overcome the new challenges, organizations have had to change their ways of working, teamwork being the most valued today, which results in a diverse workforce. For this new way of working to be properly integrated, diversity must be managed in an appropriate manner.

The literature emphasizes the importance of organizational development and the adequate management of diversity in organizations.

Originality / value: The document aims to unify cultural diversity, its management and best practices for it.

Keywords: Diversity, Cultural diversity, Diverse Workforce, Organizational Development, Diversity Management

Paper type: Literature Review

2. INTRODUCTION

Nowadays the most recurrent and valued way of working in an organization is teamwork, a way in which two or more people join in a certain way and in which their efforts and skills are coherent to achieve goals that, individually, could not be achieved.

The strategies of companies should focus on the origin, allowing people to eliminate barriers so that they can be fully integrated into the organization, and then create the context for them to develop their aspiration community.

The increase of the diversity in the staff of the companies is one of the most important challenges that the directors of the organizations face at present in terms of their personnel policies. If human resources have been considered by many authors as a starting point of competitive advantage for companies, the fact that there is an increase in diversity in their workforce requires not only to be aware of this reality, but changing Human resources management policies to achieve the best integration of this new workforce.

The key to diversity does not present a double edge is its management. If this is done properly, it provides innovation, flexibility and a variety of opinions that, in turn, provide a source of competitive advantage for the company.

And, specifically in this project, we have deepened in a type of diversity, specifically in cultural diversity, as there is a growing trend of companies, as there is a migration movement of people looking for job opportunities.

On the other hand, the choice of cultural diversity is due to the amount of work done in the previous years of university career and the number of colleagues with whom I have worked, often from different cultures. Many times, when we work in groups, we ask ourselves if our actions, words or attitudes can affect the other members of the group, since not everyone has the same ways of acting or working and maintaining a good working climate is essential so that the objectives are achieved successfully.

Therefore, we consider it essential for organizations to achieve their objectives and their members work in an adequate and happy manner. And, for this reason, the objective of this study is to analyze the different practices to manage cultural diversity within the organization. For this we offer a theoretical approach to both the concept of diversity and the practices for its management. In second and last place we will obtain the results and we will deal with the conclusions drawn from this project, as well as the possible improvement proposals.

3. METHODOLOGY

This document is a manifesto of a bibliographic review of diversity, the diverse types that we can find in organizations, focusing on cultural diversity. And therefore, understand how it is managed, best practices and how it would develop its strategic plan.

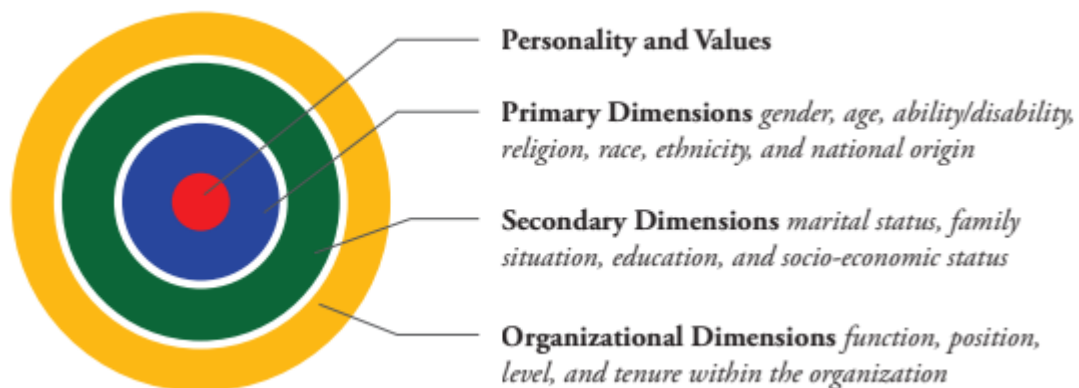
This theoretical review refers to the existing literature related to cultural diversity, obtained mainly by academic articles, extracted from google scholar, Journal of Applied Psychology, Journal of Social Issues, Academy of Management Proceedings, ResearchGate, SPSSI Journals, ProQuest, Elsevier, Eric (Institute of Education Sciences), ScienceDirect, websites, such as www.bookboon.com, www.shrm.org, www.aimd.org, 5 reference books on the chosen topic, government documents (USAID) and a doctoral thesis the Ramon Llull University.

4. DIVERSITY

Diversity was coined for the first time in 1990 and, with the passing of time, has been gaining weight, specifically, in the field of social comparisons and interpersonal and intergroup relations that help explain the hierarchy of work groups and their conflicts (Roberson et al., 2017).

Etsy et al. (1995) defines diversity "how to recognize, understand, accept, value and celebrate the differences between people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice and assistance status public."

Figure 1. Diversity Dimensions



Source: Workplace Diversity Management - Module One

Today, organizations present a heterogeneous workforce (Fullerton and Toossi, 2001) and in the future this workforce will increase (Buttner, Lowe and Billings-Harris, 2009). Some researchers, such as Avery and McKay (2010) and Williams & O'Reilly (1998), presented problem solving, organizational image improvement and decision making more creatively as some of the benefits of presenting a diversity in the workplace.

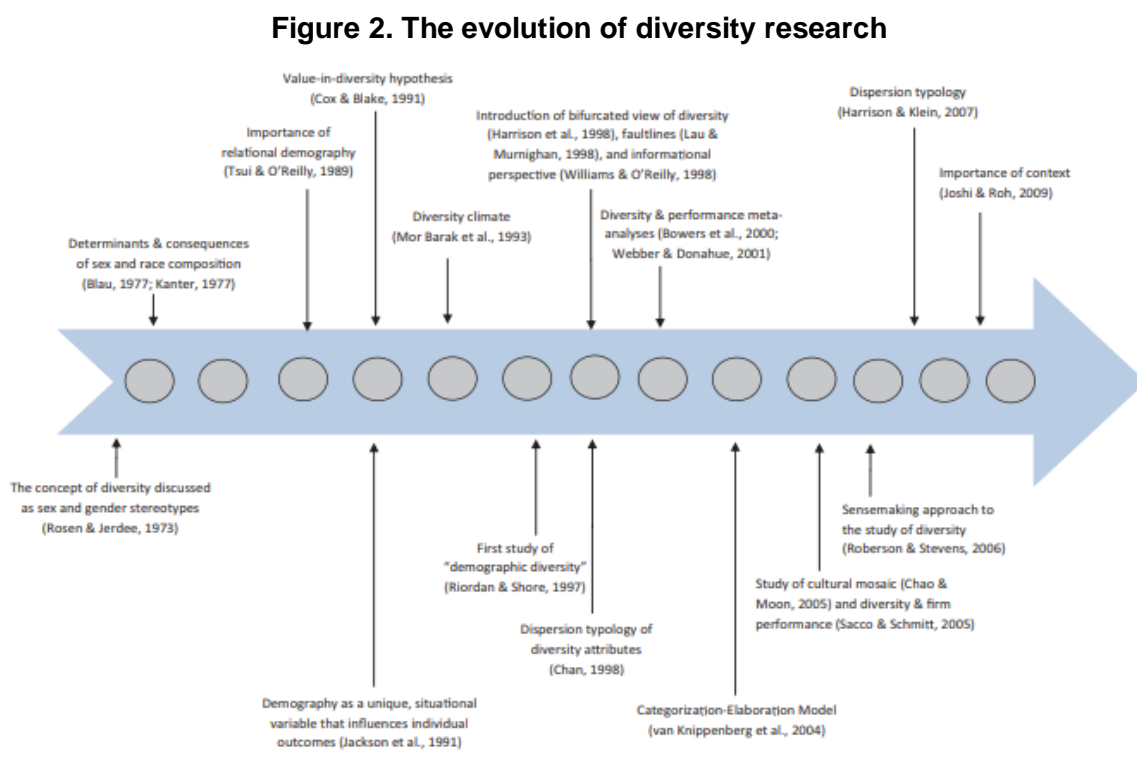
In his narrative on diversity, Michael Brazzel (2007) presents us that this includes human differences and experiential aspects and cultural elements that are applicable to individual, group, organizational, community, national and global human systems.

As we have mentioned previously, and emphasizing the terms of human differences, these can be described as differences in race, gender, sexual orientation, age, ethnicity, nationality and spiritual practice. Regarding the term of human experience can be described as difference in ideas, feelings, knowledge, values and behaviors. And, finally, in terms of

cultural elements we can define them as structures, values, beliefs, languages, power, ideologies and assumptions.

In Figure 2, we show the evolution of diversity research from its beginnings until a few years ago.

We can see that, in the chronology shown, we go from the concept of diversity discussed as stereotypes of sex and gender (Rosen & Jerdee, 1973), the first investigations in which diversity is considered as an important variable up to the importance of the diversity in organizations and how the benefits of this are managed when cultural differences are taken into account in an appropriate manner (Roberson et al., 2017).



Source: American Psychological Association

Sharma (2006) describes six reasons for having a diverse workforce and these are: 1. Better understanding of clients, 2. Increased productivity 3. Greater innovation and creativity, 4. Increased skill set, 5. Improved employees and their retention, 6. Larger talent group.

According to what the author mentions, we can say that all the reasons described above occur due to different experiences, points of view, ways of thinking, skills and talents.

The management and assessment of diversity is a key component of effective management of people, which can improve productivity in the workplace.

(Black Enterprise, 2001).

Companies must focus on diversity and look for ways to become fully inclusive organizations because diversity has the potential to produce greater productivity and competitive advantages (SHRM, 1995).

4.1. Types of diversity in the workplace

According to the article by L.M. Shore et al (2009) can identify six types of diversity in the workplace:

1. Race and ethnicity diversity

Research on this type of diversity shows that it is stereotyped, discriminates against minority groups and this gives negative results and oppositions when working.

2. Gender diversity

Most research on gender diversity in organizations are based on the assumption that diversity is fraught with difficulty, as bias within the group, or that diversity is a double-edged sword with challenges that accompany the potential benefits. (L.M. Shore et al 2009 p.120)

3. Age diversity

Research on this type of diversity is scarce and, currently, we can see in many young organizations that start their jobs and experienced employees that differ in their ways of thinking and carrying out activities.

4. Disability diversity

The diversity of disability is evolving from a negative to a positive perspective, reflecting this in organizations and the importance for them of establishing an atmosphere of integration and the promotion of tolerance in the workplace.

5. Sexual orientation diversity

Research on this type of diversity has been focused on heterosexism and discrimination, so broadening this perspective to the study of sexual orientation from an inclusive perspective is essential to swell the results.

6. Cultural and national origin diversity

This type of diversity has become more visible due to the increase in mergers or acquisitions (Cartwright and Schoenberg, 2006), so the study of the performance of multicultural teams has increased in order to understand their benefits and barriers.

4.2. Benefits of a diverse workforce

Milliken and Martins (1996) show that diversity can have both positive and negative effects for organizations. Likewise, there is not enough research that allows us to see that the benefits of the short and long term business diversity of the organization are greater than the associated costs.

- **Costs of diversity:** Diversity has costs associated with the planning and execution of strategies and programs, and costs of managing the time dedicated to planning, execution and monitoring. These costs depend on the size of the company, the existing HR processes and the legal requirements.

According Betchoo Kumar (2015), Adler (1991) and Mazur (2010) there are many benefits of presenting workplace diversity such as:

Strengthening human capital.

Organizations that have a diverse workforce have a greater ability to solve problems since employees bring different talents and experiences which allow them to adapt to any situation. Thanks to these different points of view, organizations have a greater understanding of cultural, social, economic, political and legal environments so they can more successfully complete the commercial strategy and provide customers with their needs more effectively.

Execution of strategies more effectively.

On the other hand, the promotion of diversity means that employees are inspired and use their capabilities to the fullest, resulting in greater productivity.

Attraction and retention of talent.

The ability to succeed in terms of attracting and retaining staff increases when organizations opt for transparent policies and practices and value diversity.

Nowadays, the talent of the employees is a source of competitive advantage. If these employees feel included in the organization, they increase their loyalty and sense of belonging, which results in the organization's growth towards global competitiveness and the

growth of its client portfolio as they better understand the requirements of legal environments, political, social, economic and cultural aspects of foreign nations.

Better market opportunities and customer service.

Presenting a diverse workforce, as we have commented previously, allows workers to identify and respond better to the needs of customers and thus improve their level of satisfaction and loyalty, so that the results of the organization will be increased.

Another increase, in this case of income, can be given by launching marketing campaigns, new products for a new market segment, which convey inclusion and diversity messages, since consumers currently take into account these types of aspects.

Improvement of leadership and style management.

The realization of good diversity practices helps to improve the style of leadership and management, and results in the improvement of skills in the areas of communication, planning and people management.

Business recognition

The corporate image of organizations is reinforced if they acquire a commitment to diversity. In addition, they are more attractive to different interest groups (employees, suppliers, customers and investors). On the other hand, the realization of activities that reflect their principles and values can provide a great advantage.

→ *commitment to diversity = better corporate image + attractiveness*

4.3. Challenges of diversity in the workplace

According to Green et al., (2002, p.2) "managing diversity is more than simply recognizing differences in people".

One of the challenges that the organization faces when managing diversity is the ability to create bias and discriminate actions due to the employees' misperceptions that derive from preconceived stereotypes.

In his story about diversity, Mazur (2010) describes that solving problems can cause extraordinary costs in time and money to the organization, since it is possibly more complicated to reach an agreement, which also results in a labor disadvantage for the minority of the group. This can lead to the destruction of the team's cohesion and the formation of homogeneous subgroups that tend to divide the team and negatively influence the results of the work.

On the other hand, another of the drawbacks of diversity is that, in conditions of uncertainty and complexity, they can lead employees to confusion and frustration.

Finally, if the organization does not know how to manage the differences and discrimination of the work groups, it can face personnel losses, productivity, complaints or legal actions (Green et al., 2002).

Once the diversity, the types, their benefits and their challenges are described, we turn to one of their types: cultural diversity. The reason for this is due to the large amount of work done during the career years in which we have shared work and study team with different types of people. For this reason, and to know how in the future we can see the actions we carry out, the comments or gestures we make and how to manage cultural diversity in other future works.

5. CULTURAL DIVERSITY IN THE WORKPLACE

Cultural diversity can be expressed as the significant difference of an individual that is shown in a culture. This cultural environment in the workplace, according to Gotsis and Korte (2015) can be seen reflected in the social, demographic and cultural differences at a social level and for any organization to govern a working group with cultural diversity is a great challenge (Mateescu, 2018).

Another definition, as explained by Gibson and Gibbs (2006, p.284), may be: "Culture is a set of values shared by a group of people and is often used to distinguish one group from another."

The carrying out of a bibliographic review of the fields of human resources and of the organization and business allows us to see three different approaches to define cultural diversity. According to Mateescu (2017, p.26) are the following:

- a) *Limited definitions based on categories: Cultural diversity is defined by gender, racial and ethnic differences. These definitions are determined by the discrimination legislation.*

- b) *Broad definitions based on categories: next to the previous ones there are a series of variables, such as: age, education, marital status, cultural background and social class. Two subcategories can be distinguished within this category: visible diversity*

(for example, race, gender, physical disability, etc.) and invisible diversity (religion, education, socioeconomic status, etc.).

Diversity also arises from the interaction between visible and invisible diversity, which often generates inferences about the internal attributes of the person.

- c) *Definitions based on a conceptual rule (for example, variety of perspectives and differences in actions, etc.) (Mor Barak, 2014).*

Another approach to defining cultural diversity is based on criteria/methods to differentiate individuals from each other, making a distinction between primary, secondary and tertiary dimensions of diversity (Mazur, 2010). The primary dimensions include gender, ethnicity, race, age, mental/physical abilities...

Secondary dimensions refer to: religion, culture, sexual orientation, lifestyle, political orientation, work experience, education, language, etc. And tertiary dimensions address: beliefs, assumptions, perceptions, attitudes, key feelings...

Mor Barak (2014) found an obstacle in the discourse that defines cultural diversity, which is based on enthusiasm and appreciation of diversity, but without taking into account how the existence of these differences can negatively impact on people. Therefore, Barak indicates that there is a preference to emphasize the benign qualities, since they attribute exceptional qualities to people, while those differences that make a negative impact (for example, race or ethnicity) that are attributed to the belonging to a certain group of a person.

5.1. Diversity VS Inclusion

Inclusion and diversity are totally different concepts but they are related. The first is defined by the Society for Human Resources Management (SHRM) as "the achievement of a work environment in which all individuals are treated fairly and with respect, who have equal access to opportunities and resources, and that they can contribute fully to the success of the organization. "

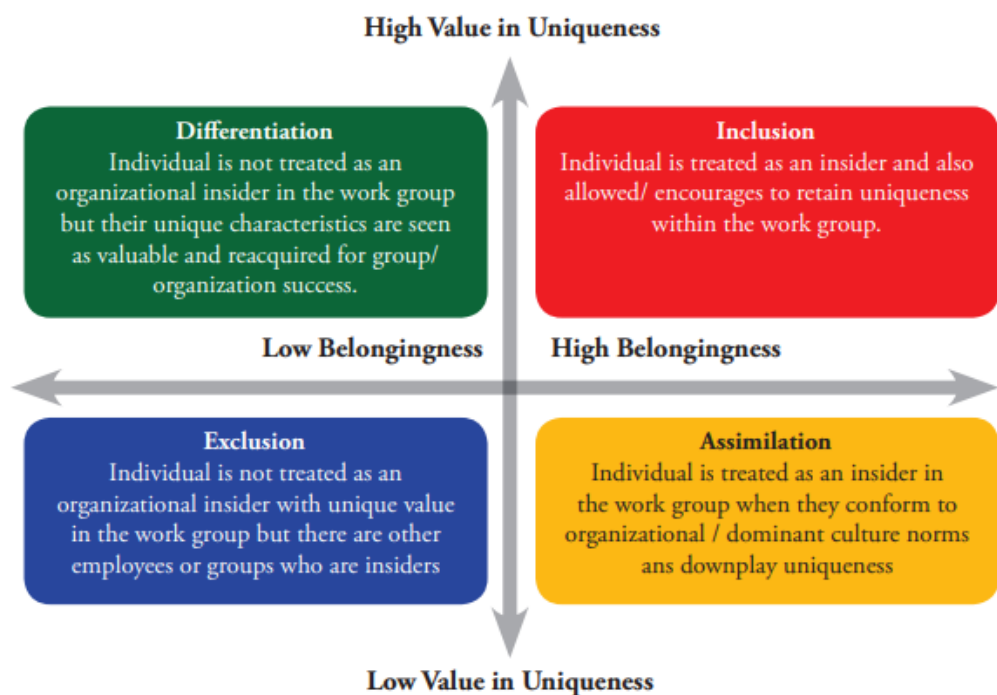
The framework of inclusion sets the objective that work diversity can be optimized by creating an egalitarian work environment in which workers feel included.

The framework mentioned above is based on the theory of Marilyn Brewer (1991) which states that individuals of a work group have two basic needs, the need to belong and differentiation. In order for individuals to feel accepted within the group and their communication capacity to increase, both needs must be met.

The following framework identifies the four dimensions of the individual group interaction:

- **Exclusion:** This situation occurs when the work groups see the characteristics of the other individuals as insignificant.
- **Assimilation:** This situation occurs when work groups have a feeling of conformity towards new individuals and avoid treating them with stereotypes.
- **Differentiation:** The members of the group are aware that individuals have valuable characteristics and integrate them into their work group, although they are treated as strangers.
- **Inclusion:** Individuals are accepted in the group, that is, the two basic needs are met.

Figure 3. Inclusion Framework



Source: Workplace diversity management Module One

As USAID points out (Workplace Diversity Management - Module One, p. 39):

"Inclusion reflects the degree to which employees perceive that they are part of an environment in which they have access to information and resources, communication systems and decision-making processes and informal networks.

In contrast, when employees feel that they are excluded, or that they have assimilated to the extent that their personal values or unique characteristics are compromised, the result is lower commitment levels and greater intentions of rotation.

In addition, an inclusive environment implies that organizational policies and practices are consistent with the equal treatment of all employees, while recognizing individual differences."

5.2. Benefits of cultural diversity at work

The existence of cultural diversity in the workplace causes a series of advantages and benefits for the organization. This social variety in the organization attracts the best talents (Mazur, 2010). In addition, the variety of cultures results in better attention to the global market, since the vision of the organization is broadened by cultural, social, legal, economic and political factors (Saxena, 2014). Sustaining this environment means that employees acquire superior abilities in problem solving and decision-making (Mazur, 2010), since they provide the organization with their skills and experiences, which allows them to easily adapt to any problem or demand for the clients (Sharma, 2016). On the other hand, other authors also argue that this multicultural environment increases creativity and the capacity for innovation in the workplace, which results in a higher performance and quality of the organization and a competitive advantage (D'Netto et al, 2013). Another benefit that causes cultural diversity in an organization is the recognition of this as an institution that provides the same opportunities without discrimination to all groups and is socially responsible.

5.3. Negative effects of cultural diversity at work

According to different researches (Newcomb, 1956, Byrne, 1999) there is a human tendency that responds positively to the similarity and negatively to the dissimilarity, so according to the hypothesis of attraction of similarity, human beings feel an attraction towards similar people because they confirm its values and norms and the ability to communicate becomes easier.

Individuals, according to the theory of self-classification (Turner, 1982), will tend to classify their social environment into subcategories, creating a positive image of their own category in relation to the others, all in order to preserve a positive self-image. All this will cause the existence of favoritism within the group that, linked to bias from outside the group, can result in complicated production processes in the work group and negatively affect their results.

Finally, McLeod, Lobel, & Cox, (1996) and Milliken & Martins (1996) argue that observable differences in organizations, such as gender and race, can result in negative consequences that result in the establishment of negative work results, prejudices and stereotypes.

6. MANAGEMENT OF CULTURAL DIVERSITY

Once defined the cultural diversity in the place of work, its benefits and its negative effects, we go on to describe the most relevant elements for its management.

All organizations have the need to improve and therefore the term of organizational development takes value.

Richard Beckhard (1969), one of the first leaders in the field of OD, defines organizational development as a planned effort, throughout the organization and management from the top, to increase the effectiveness and health of the organization through the interventions planned in the processes of the organization, using the knowledge of behavioural science.

On the other hand, as Mirvis (1990) pointed out, during the 1980s, the DO adopted a systemic approach instead of the concentration on group dynamics or the most common individual development during the 1960s and 1970s. This systematic perspective, as well as a continuing concern for vision, values and beliefs, characterized the increasing use of cultural perspective in OD (Woodman, 1989)

As Burnes (2004, p.986) describes in his article, Lewin established two basic requirements for organizational development success:

Analyze and understand how social groupings were formed, motivated and maintained. To do this, I have developed Field Theory and Group Dynamics.

Change the behaviour of social groups. The main methods that were developed to achieve this were Action Research and the 3-step change model.

Diversity management is a concept that we can apply in the workplace and that organizations must learn to manage to be successful in the future (Flagg, 2002).

As Roosevelt (2001) comments, to obtain an inclusive environment it is necessary that the process of diversity management is an integral process.

To create a successful and diverse workforce it is crucial that managers understand discrimination, its consequences, their own prejudices and promote a safe environment for their employees to communicate and be able to correctly make an organizational change (Koonce, 2001).

Analyzing the conclusions of the researchers (Susaeta and Navas, 2005) the management of cultural diversity in an organization should be guided in:

- Attract and retain qualified workers, always avoiding any possible discrimination that causes the loss of talent.
- Strengthen creativity and organizational learning.

6.1. Stages of development of a multicultural organization

According to Dubrin, an organization must go through various stages of development to change from monocultural to multicultural, these being: monocultural organization, non-discriminatory level organization and multicultural organization.

In the first one, the organization presents an implicit or explicit exclusion of racial minorities or underrepresented groups.

In the second stage, the non-discriminatory level is characterized by the claim to eliminate the exclusion. The organization does not change its culture in an important way but tries to ensure that minorities are linked to the organization and its customer base.

In the last stage, organizations become diverse and include in their mission: operations, products and services of the organization, and the contributions and interests of the various cultural groups. These organizations are characterized by a full structural integration, which means that no one receives a specific position for the group to which it belongs (Foster, Jackson, Cross, Jackson, Hardiman, 1991), and for being free from prejudice.

6.2. Ecosystem (macro, meso and micro levels)

As USAID indicates, (Workplace Diversity Management - Module One, p.31) "there is a framework that is based on the principle that organizations need to expand their concept of diversity management to include not only within the organization policies and practices, but also a broader system that constitutes their environment."

This framework is composed of three levels that interact and change constantly, which also have a great effect on the diversity management decisions and practices of organizations:

- Micro-individual level: This is the effect of diversity in intergroup relations, that is, how employees manage and respond to diversity.
- Meso-organization level: This is how, through strategies, resources, processes and policies, organizations facilitate inclusion and manage diversity in the workplace.

- Macro-national level: These are labor markets, consumers, suppliers, investors and competitors and their socio-economic conditions, demographic changes and national policies and laws.

Figure 4. Diversity Management Eco-system.



Source: Workplace diversity management Module One

6.3. Role of the administrator and the leader

Managers of multicultural organizations must have appropriate skills and attitudes to relate effectively with other members of the organization and motivate them beyond the possible differences (Dubrin, 2003). Ideally, the entire organization should have leaders who promote the values of the organization, the value of cultural sensitivity and being bilingual, capable of maintaining and strengthening effective communications and having knowledge of people's attitudes.

In addition, it is crucial that senior management and their subordinates are committed to diversity so that managers and middle managers maintain a favorable attitude, behaviour and management towards multiculturalism (Gómez-Mejía et al, 2001).

6.4. Organizational values, attitudes and communication

According to Marchant and Del Río (2008) we can say that values influence collective behaviour and these are decisive for the success of the organization because if they are shared by the majority of the members of the organization, it results in commitment and the

consensus of the goals to follow. On the other hand, as explained by Phatak (1983) and Cowles (1998) the possession of cultural sensitivity in the organizational environment allows to recognize the nuances of the different customs to those of the organization and, thus, build better relationships with potential clients.

On the other hand, the existence of a common language is essential to prevent or resolve possible communication problems and misinterpreted by those who are unaware of the idiosyncrasy of the organization in which they are participating when they are not familiar.

Like organizational values, attitudes influence the organizational climate. In multicultural organizations, these attitudes are fundamental to lessen the stereotypes and differences that tend to separate people. (Marchant and Del Río, 2008)

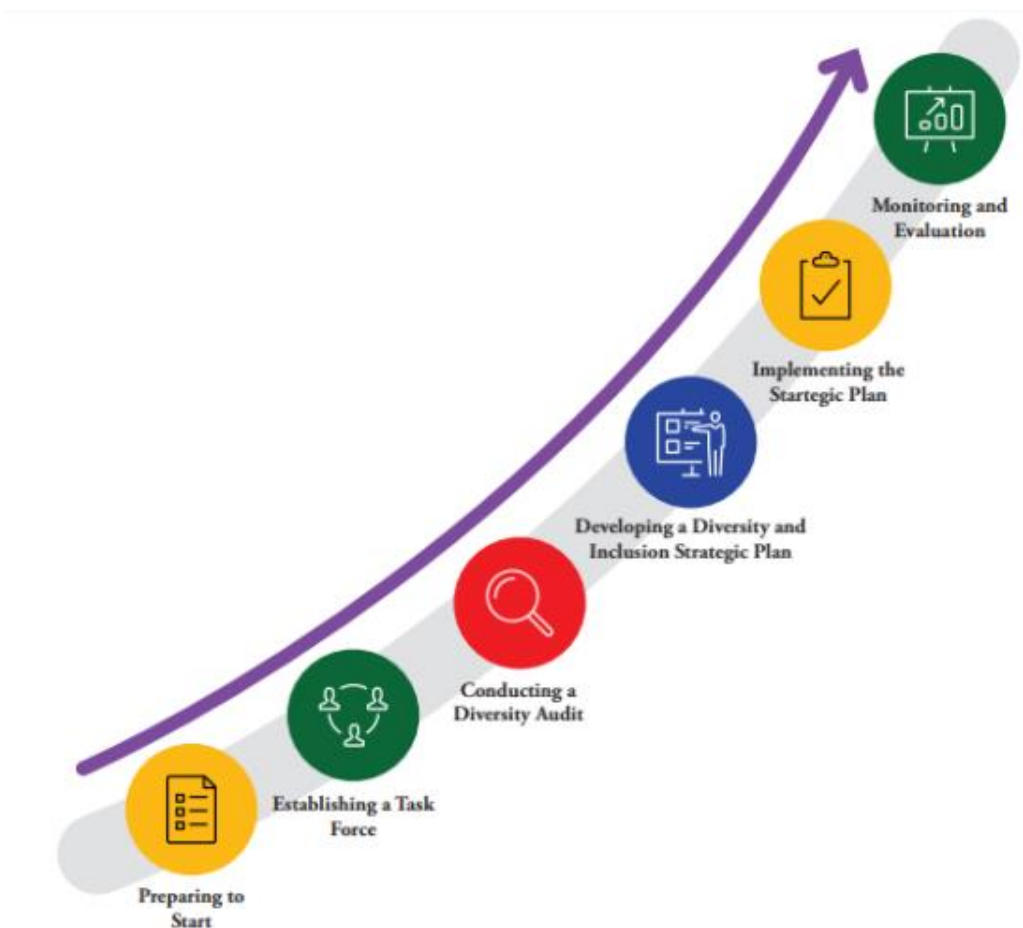
7. DEVELOPMENT OF A STRATEGIC PLAN OF DIVERSITY AND INCLUSION

According to USAID, the establishment of a strategic plan is paramount so that the efforts to establish a diverse and inclusive environment are carried out successfully. Its main objective is to justify the investment of resources for the implementation of good diversity practices. This strategic plan involves knowing the strength and environment of the work, identifying the challenges, objectives and goals in the development process and establishing strategies that result in the desired results.

In Annex 5 you can find a template for the realization of the strategic plan.

The following graph shows the phases of the process of strategic planning of diversity.

Figure 5. The diversity Strategic Planning Process



Source: Workplace diversity management Module Three

7.1. Phase 1: Preparing to start

Before making any effort on diversity in the organization, it must be formed, define the motivations that lead them to adopt a diverse environment and the desired results and, finally, identify both financial and human resources so that the process is resolved successfully and result in the necessary commitment and enthusiasm.

7.2. Phase 2: Establishing a task force

As explained by USAID (Workplace Diversity Management Module Three, p20) "the diversity working group, or also called diversity committee, is a small group made up of employees imposed by the leadership of the organization to start the initiative of the diversity management".

These members are chosen for their competencies, for their collaborative work capacity and for their knowledge about diversity management practices.

7.3. Phase 3: Conducting a diversity audit

Conducting an audit of diversity, according to USAID, is fundamental to the creation of a basis for organizational change as it assesses the state of the organization, advances in the promotion of diversity and helps identify the problems of organization.

This audit of diversity is composed of a survey of employees, an analysis of weaknesses, threats, strengths and opportunities (SWOT), an analysis of policies, practices and systems and a demographic profile, which will be explained later.

7.4. Phase 4: Developing a diversity and inclusion strategic plan

The fourth phase of the process of strategic planning of diversity involves the area of administration that deals with the commercial functions of the plan so that it reflects the diversity that is to be achieved. This plan, which lasts from three to five years, must contain a message that reflects the organization's commitment to diversity, a definition of it, the vision of the company that reflects diversity, the goals, the strategic areas in which efforts, objectives and strategies and performance indicators are going to be focused.

7.5. Phase 5: Implementing strategic plan

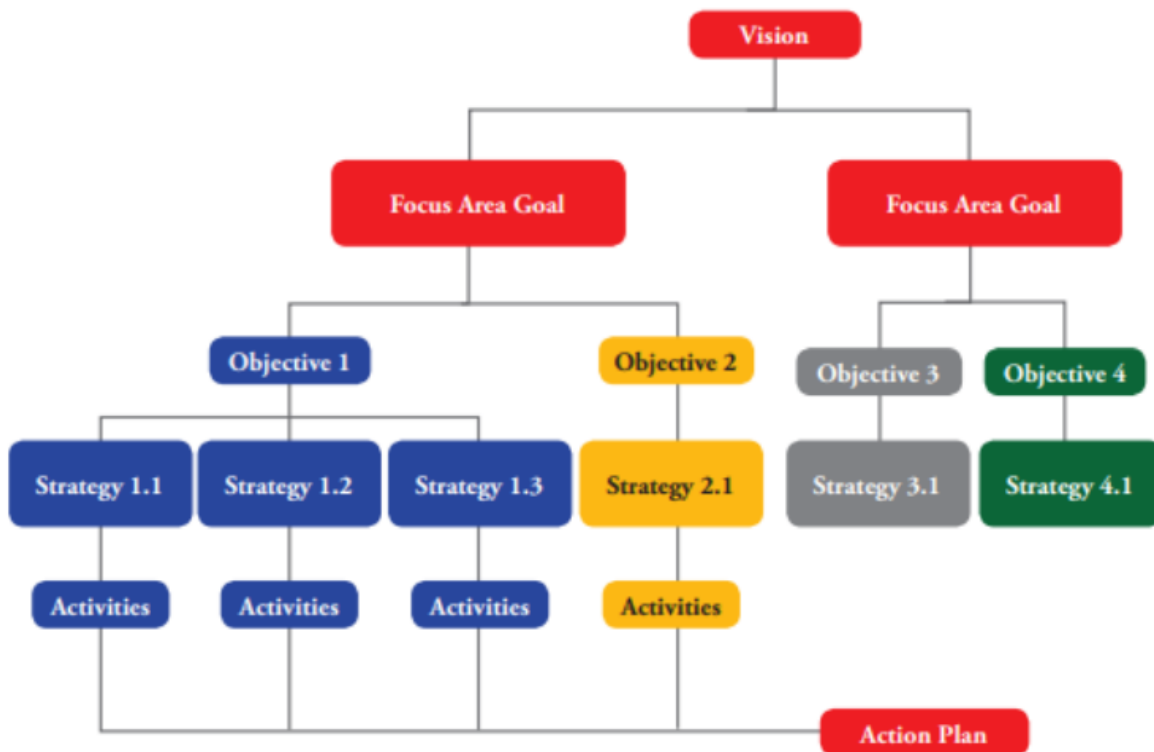
The implementation plan is prepared to describe in detail the responsible people, activities and resources necessary for the execution of the strategic plan and to guide the efforts for its successful completion.

7.6. Phase 6: Evaluation

Establishing periodic reviews of the objectives and initiatives is essential to ensure that the plan is aimed at fulfilling the desired objectives. In addition, this evaluation also takes into account the costs of diversity and reviews whether they are in line with the budgeted ones.

The following chart illustrates the structure of the strategic plan:

Figure 6. Diversity and Inclusion Strategic Plan: From Vision to Action



Source: Workplace diversity management Module Three

8. GOOD PRACTICES IN THE MANAGEMENT OF CULTURAL DIVERSITY

After an extensive review of the literature on diversity and the practices that manage it, we can say that those that we will describe below are all those that can be used for the correct management of diversity.

As stated by Marchant and Del R o (2008, p.55):

"The interest of organizations to implement the direction of diversity comes from two sources: (a) on the one hand, the moral commitment to offer employees, regardless of their origin, the necessary equality of opportunities and avoid discrimination in the workplace and, (b) the incidence that such diversity may have on business activity. The variables associated with diversity can affect attitudes, behaviour in the workplace and the ability to work with other employees, which can affect business results."

According to the review carried out, the conclusions obtained by the authors regarding diversity in the workplace derive in different opinions.

Some authors such as Finkelstein and Hambrick (1996) conclude that there is a positive relationship between diversity and performance and results in the workplace, while others such as Jackson, 1992; Jehn et al., 1999., O'Reilly and Flat, 1989; Richard, 2000; Steiner, 1972; G mez Mej a and Palich, 1997; Palich and G mez Mej a, 1999 argue that there is no relationship between them.

On the other hand, the relationship between the work teams and the effects of diversity on them and the fact that they are diverse does not always guarantee that good results are obtained, that they are more committed or have greater satisfaction at work (Jackson and Schuler, 1995, Milliken and Martins, 1996, Williams and O'Reilly, 1998).

Williams and O'Reilly (1998) present conclusive findings, which are those in which if organizations do not take into account issues related to diversity, there may be adverse effects related to communication, conflicts and cohesion that may result in conflicts. (Jehn, 1995).

In addition, Cox and Blake (1991), state that most organizations are ineffective in the management of racial minorities and that, therefore, absenteeism and turnover are high and their satisfaction is low, contrary to the majority groups that make up the organizations' staff.

Therefore, for the diversity management to be carried out successfully, both the human resources department and all the levels of the organization must work actively and jointly to establish good practices that manage diversity and treat the reconciliation of differences

between individuals and groups, so that they can make the changes desired by the organization.

8.1. Diversity Audit

According to Mathews (1998, p 179) "evaluating or auditing diversity practices is essential to identify and analyze the current situation". This practice is designed for the identification of differences and for the collection of data on the strengths and weaknesses of the practices used in diversity issues of the organization. Once the data collection policies involved in the differentiation and the factors that hinder or promote diversity, a comparative assessment of the practices in the organization itself against other organizations is done.

On the other hand, diversity audits are also used before embarking on a diverse recruitment. This provides us with "key pieces" of information for the design of minority recruitment. (J. Metzler, 2003)

The work carried out by human resources personnel is to conduct surveys to evaluate employees' feelings regarding diversity, to consult on the experiences of minorities in the workplace and to find out if they have suffered any episode of discrimination and, finally, to identify why these minorities have been able to leave their work. (J. Metzler, 2003)

As we have commented previously, the audit of diversity is composed of a demographic profile, a survey of employees, an analysis of strengths, weaknesses, threats and opportunities, an analysis of the policies, practices and systems of the organization. In case the organization has marketing diversity practices, a study of the marketing efforts that allow reaching potential or unattended market segments would be added to the previous list. (USAID *Workplace diversity management Module Three*)

8.1.1. Demographic profile

As explained by USAID (Workplace Diversity Management Module Three p.19): "A demographic profile is the output from current internal labor supply analysis and it is based on primary diversity dimensions; i.e. gender, age, ability/disability, race, ethnicity, national origin, and religion. This profile is documented against job function and level, education, experience, length of service, and pay."

This demographic profile is useful to have a better understanding when making organizational decisions, since it recognizes the deficiencies and distribution of the workforce, as well as improving the representation of employees in a balanced manner.

In Annex 1 you can find a guide for the preparation of a demographic profile.

8.1.2. Employee survey

The conduct of a survey of employees allows to identify the perceptions and opinions of employees in relation to established diversity policies. Being this an essential tool for its measurement, it has several advantages.

It provides a longer response time for employees to answer and think the answers, being anonymous, so that honesty will be greater and finally, due to its simplicity, the organization of the information collected will be easier.

In Annex 2 you can find an example of an employee survey.

8.1.3. SWOT analysis

The realization of a SWOT analysis from a perspective of the diversity of the organization allows identifying the factors of each area in which the organization presents strengths, opportunities or threats and weaknesses. Once this is identified, the organization will establish its strategies after having answered the following questions (USAID, Workplace Diversity Management Module Three, p.23):

- How can the organization enhance its strengths?
- How can the organization reduce its weaknesses?
- How can the organization benefit from opportunities?
- How can the organization overcome threats and constraints?

In Annex number 3 you can find an example of a SWOT analysis matrix.

8.1.4. Analysis of policies, practices and systems

The analysis of the policies and practices should be carried out by the diversity working group, which will be in charge of identifying the impact that the previous ones may have on the work force.

According to USAID (Workplace Diversity Management Module Three, p.22) the following questions have to be answered in order to carry out a correct analysis:

- Do employees consider systems of performance appraisals, rewards and promotions to be fair and unbiased?
- Do employees have access to important resources and information?
- Do employees have the ability to influence decision-making?
- Do employees perceive that they have opportunities to acquire and develop new skills through training and coaching?
- Do employees perceive that they have opportunities to advance in their careers?
- Do employees believe they can balance work and life responsibilities? Do they require flexible work arrangements?
- Do employees perceive that they are valued and respected?

The measurement of diversity is one of the main management strategies for the diversity of human resources (Shen et al., 2009).

It is true that diversity audits warn of the real and perceived problems of discrimination and bias, but according to Metzler (2003) "if this approach has any merit, it is often ineffective because many audits ask questions that ignore the deepest problems of bias and exclusion. These diversity initiatives that do not address discriminatory behaviour are, by their very nature, superficial. "So, if an organization really wants to eradicate diversity problems, it must focus on problems at the individual, interpersonal, group and organizational levels, respectively. Although unfortunately many organizations are reluctant to attend a diversity audit. (Kendu et al., 2015)

8.2. Sensitivity training

As Edgar Schein (1988, p.239) comments:

There is little doubt that the intellectual father of contemporary theories of the science of applied behavior, action research and planned change is Kurt Lewin.

His seminal work on leadership style and the experiments on planned change that took place in World War II in an effort to change consumer behavior launched a whole generation of research into group dynamics and the implementation of change programs.

In his narrative about Kurt, Burnes (2004) brings us closer to the origins of sensitivity training, when he finished it, Lewin established the Research Center for Group Dynamics at

the Massachusetts Institute of Technology, whose goal was to research the aspects of group behaviour and how this could be changed.

On the other hand, founded and funded by the American Jewish Congress, Lewin aimed to eradicate discrimination against all minority groups.

In the book *The Practical Theorist: The Life and Work of Kurt Lewin* (Marrow, 1969) describes how the Interracial Commission of the State of Connecticut, in 1946, asked Lewin for help to train leaders and conduct research on the most effective means to combat the racial and religious prejudices in the communities, which led to the development of sensitivity training and the creation, in 1947, of national training laboratories. However, his enormous workload affected his health, and on February 11, 1947 he died of a heart attack (Lewin, 1992).

Sensitivity training was a cornerstone of the first efforts for the D.O. this being a form of education which is known by several names, such as laboratory training, training groups, self-analytic groups, T groups and many more.

Sensitivity training is defined by Smith, P. B. (1975), as a process that occurs in small groups, which involves the examination of interpersonal relationships between the members of each group and extends its membership to include those who are not receiving psychotherapy.

In the book *Beyond Words: Story of Sensitivity Training and the Encounter Movement* (Kurt W. Back, 1972), we can observe that sensitivity training is a technique for people working in groups to work more effectively. The center of this technique was the discovery of the effectiveness of immediate feedback, guidance here and now, and concentration in the group process itself.

This group work is unstructured because it brings together members in a free and open environment led without much control. Within this the members discuss their personality, beliefs, ideas and attitudes. The general objective of these meetings is to help each person to increase their understanding of individual behaviour and group performance, in order to raise their standard of living. This provides greater awareness of their behaviour and how others perceive it, as well as greater sensitivity to the behaviour of others.

8.2.1. Advantages / effectiveness

To see the effectiveness of sensitivity training, we took as reference an experiment conducted with 200 directors who have worked for the companies with the highest number of employees as indicated in the Fortune list of the 500 best corporations.

The accomplishment of this experiment consists in the accomplishment of a questionnaire of comparison of different methods of training (training methods) and training objectives being these respectively:

- Programmed instruction, case study, reading method, role plays, conference method, sensitivity training, business gaming, TV-Lecture.
- Acquisition of knowledge, changes in attitudes, acceptance of participants, retention of learning and development of interpersonal skills and problem solving.

The result obtained by Carroll, Paine and Ivancevich (1972) was that sensitivity training is one of the most effective ways to make changes in attitudes, for problem solving, the development of intrapersonal skills, for the retention of knowledge and the acceptance of the participant.

8.3. Diversity training programs

“The goal of diversity training programs is to increase awareness of racial, ethnic, and cultural differences and help people to value these differences” (Hollister, Day, & Jesaitis, 1993; cited in Stephan & Stephan, 2001 p 80).

Several companies develop internal diversity training programs, in which supervisors and managers acquire new skills to better direct and motivate the diverse workforce. These programs must educate, prepare and raise awareness between managers and employees about the cultural differences of the organization. (Marchant and del Río, 2008).

According to some surveys carried out, these programs have achieved a partial effect in strengthening cultural sensitivity and 44% of managers point out that the reason for carrying out diversity training programs is to reach diverse markets and consumers. (Gómez-Mejía, Balkin and Cardy, 2001)

8.4. Feedback surveys

The promotion of an innovative organizational behaviour has become almost mandatory for those organizations that want to survive and compete in the business environment that is currently in constant change (Y. Chen, Tang, Jin, Xie, & Li, 2014). Therefore, feedback practices are essential to encourage employees to participate in innovative behaviors (Prieto & Perez-Santana, 2014).

According to Dodd and Ganster (1996), we can define feedback as the proportion of detailed information to employees about their performance, so when applied as a management practice it helps positively the performance of employees. From the information provided, employees can gather knowledge about their behaviour, both positive and negative at work. (Battistelli et al, 2013; Sommer and Kulkarni, 2012).

As explained by Murch (2018) and Donia, O'Neill, & Brutus, (2015); Smither, London, & Reilly, (2005) are few studies that focus on employee feedback, but the organizations that apply it may have superior performance.

Feedback at work may come from supervisors or co-workers. As explained by Latham & Yukl (1975) in their work, when workers receive feedback from their superiors, the probability of their performance increasing is higher. But currently there is a lack of information that does not allow to determine which source of feedback is more influential to improve the behaviour of employees.

Currently, many organizations and different cultures use both 360° Feedback and their feedback process. (Church, 1997, Leslie and Van Velsor, 1995, London & Beatty, 1993), since this practice is widely recognized as one of the main tools that promote the individual development of organizations. (Atwater, Brett & Charles, 2007; Atwater & Waldman, 1998).

We can define the 360° Feedback as a cycle that aligns the behaviour with the objectives of the organization and collects data from managers, colleagues and subordinates, which are transformed into a report that is notified to the participants. (Shipper et al., 2007)

According to several researches, the impact that 360° feedback can have depends on the training, facilitation and feedback of the supervisor. (Atwater, Brett & Charles, 2007, Day, 2001, Tata, 2002, Walker & Smither, 1999). Likewise, if these activities are supported, they provoke a positive relationship between the 360° and the qualifications, work behaviour and attitudes and individual performance, which in turn results in greater commitment, satisfaction and less intention to leave the company. (Antonioni, 1996, Atwater, Brett &

Charles, 2007, Luthans & Peterson, 2003, Rynes, Gerhart & Parks, 2005, Smither, London, Flautt, Vargas & Kucine, 2003).

Feedback can cause both cognitive and affective reactions (Ashford and Cummings, 1983, Belschak and Den Hartog, 2009). These emotions, provided by the feedback, are discreet (Sipahi, 2016) and according to a study by Belschak & Den Hartog (2009) about the emotional reactions of employees to feedback on their performance, emotions such as anger, fear, guilt and frustration among others can occur. In addition, these emotional reactions can affect the behavioural intentions and attitudes and behaviors of employees (Belschak & Den Hartog, 2009, Ilies & Judge, 2005)

So, to manage the diversity and behaviour within an organization, feedback needs to be focused on the task for workers to focus their efforts on the difference between their current performance and their goal (DeNisi and Kluger, 2000; Kanfer and Ackerman, 1989). And they must be communicated in a positive way whenever possible to increase commitment and improve organizational behaviour. (Sipahi, 2016)

8.5. Intergroup development

Intergroup development seeks to change attitudes, stereotypes and perceptions that groups have with respect to others. This practice focuses its efforts on the differences between the occupations and departments of an organization.

To put intergroup development into practice, a series of groups are established, which meet independently to describe the way in which they perceive themselves and the members of the other group, and how they think the other group perceives it. These opinions are shared, the similarities and differences are analyzed and the causes of the group disparity are looked for. Once the cause of the conflict is identified, the integration phase is passed, where solutions are proposed to improve the solutions among them.

Both groups share their descriptions, analyze the similarities and differences, and look for the causes of the disparity. Once they have identified the cause of the conflict, the groups advance to the integration phase, where they design solutions to improve the differences between them. (Chiva et al., PDF, UJI)

Therefore, intergroup inequality is a negative aspect for the diverse workforce of the organization. According to Linnehan and Konrad (1999) there are three reasons why this inequality must be reduced:

Intergroup inequality worsens the quality of intergroup relations, increases the possibility of belittling minority groups and creates resistance and confrontations among employee groups.

According to the research of Brewer and Brown (1998) and Fiske and Ruscher (1993) on the contact hypothesis "when members of different identity groups get involved in a face-to-face interaction, they learn about the true characteristics of each one, because that it is likely that the different groups are more similar to what the stereotyped images imply "

This research shows that only with intergroup contact do attitudes improve. This would happen when minorities do not have the possibility of participation, so they are reluctant to establish open communication and therefore meet the expectations and stereotypes of the majority groups.

Therefore, for intergroup development to be a successful practice, the resources of power among the groups must be equalized, which will result in a fluid and equal communication. (Linnehan and Konrad, 1999)

Paluck (2006) shows us in his work a case of intergroup development called "Diversity Day", fully illustrated in Annex 5. Diversity Day is an intergroup practice in which a group of people from different ethnic groups "play" to What do I have in my head? The activity instructor tells the participants to take a card and put it on their foreheads without seeing what is written and treat people as well as the race on their forehead.

They say "Jew", "Asian", "Italian" and "Black".

This activity aims to show how a minority really feels and how people treat others depending on their culture.

8.6. Support groups

The environment of cultural diversity can be strange and distant for some of the employees of the organization, leading to feelings of marginalization. For this reason, many companies create support groups whose purpose is to create an affable environment so that the previously mentioned feeling disappears and the inclusion process is more favorable. (Marchant and del Río, 2008).

8.7. Mentoring

We can refer to mentoring, or also called tutoring, as the relationships initiated and developed through the assistance of the organization (Ragins and Cotton 1999).

These interventions are intended to replicate relationships between older and more experienced people and less experienced and younger people or, put another way, a principal mentor is combined with a young person who is in a minority within the organization. (Ragins and Cotton 1999, Ragins 2002, Ragins and Kram 2007). So, the essential idea of these tutorials is that the apprentice receives different types of support from the mentor or tutor. (Benschop, et al., 2015)

Mentoring programs can take two approaches, unidirectional and bidirectional relationship approach. (Benschop, et al., 2015)

In the case of mentoring programs that present a one-way relationship approach, the focus is on the learner and their needs (Ragins and Kram 2007, De Vries 2010). That is, the essential idea of this approach is that the mentee learns from the mentor (Benschop, et al., 2015)

The bidirectional approach is based on the mentor-apprentice relationship in which they are expected to learn from each other (Ragins 2002, Baugh and Fagenson-Eland 2007). There are also more explicit bidirectional programs in which, in addition to learning from the mentee, identify the barriers that disadvantaged groups find in organizations (Vries 2010).

Blake-Beard (2001) and Baugh and Fagenson-Eland (2007) suggest in their studies that mentoring has become one of the most widely used diversity practices to help minority groups advance in their careers within the organization.

As Benschop points out, et al. (2015, p.561):

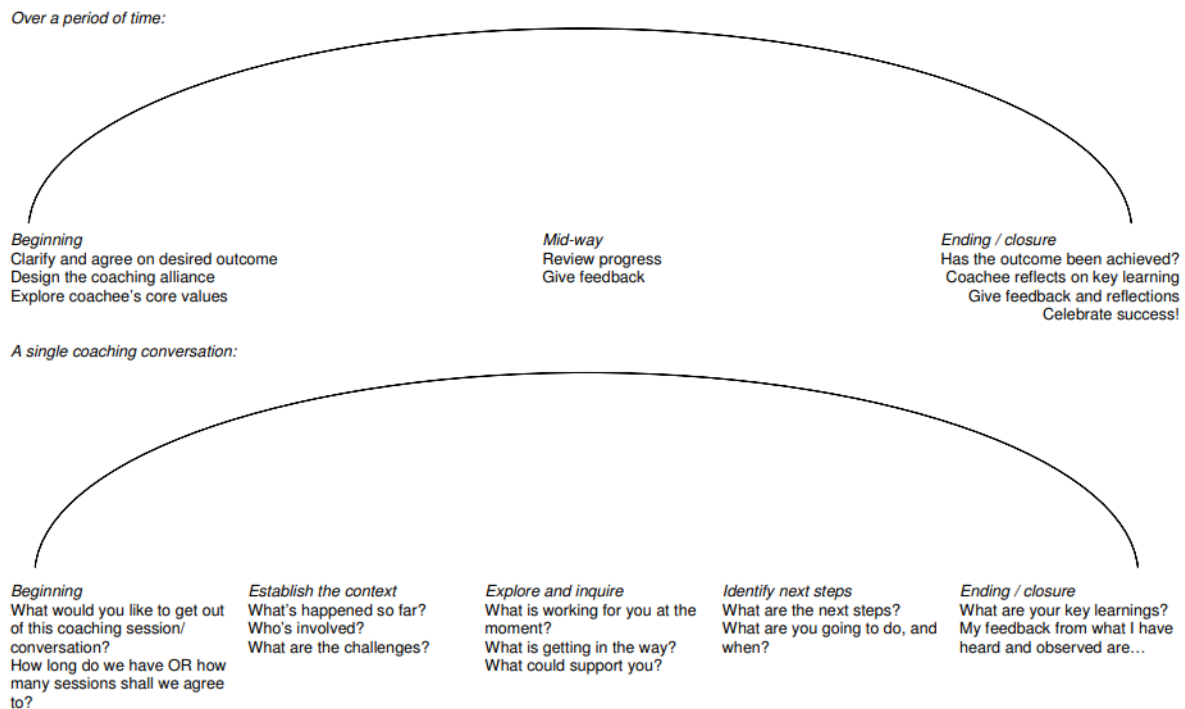
"Hansmann (1998) suggests that training sessions when formal mentoring programs are planned and implemented can be the answer to some of the concerns about race and gender mentoring. She argues that by focusing on issues of gender, race, class, ethnicity, ability and sexuality, mentors can learn to understand the challenges their mentees face and critically assess the cultural norms at play in organizations."

8.8. Coaching

As described on the ICPD website:

"Coaching aims to produce optimal performance and improve work. It focuses on specific skills and objectives, although it can also have an impact on an individual's personal attributes, such as social interaction or trust. The process usually lasts for a defined period of time or forms the basis of a continuous management style. "

Figure 7. The arc of coaching



Source: Coaching – Skills for You and Your Managers

Among its characteristics we can see that it is a technique that improves the performance and development of individuals, gives the opportunity to a better assessment of strengths and areas of development, has both individual and organizational objectives and must be performed by trained and qualified people.

This interactive method, according to International Coach Federation, takes as a starting point the current situation of the employee and what he is willing to do to get where he would like to be in the future. Each session is based on a topic chosen by the employee and in which the coach asks questions and motivates the client to achieve what is proposed.

The ICF establishes the responsibilities of the coach, and the benefits for the person and for the organization that are the following:

Coach responsibilities:

- Discover, clarify and define what the client wants to achieve
- Stimulate the client's self-discovery
- Arouse solutions and strategies generated by the client
- Maintain a responsible and consistent attitude in the client

Benefits for the organization:

- Quickly and effectively consolidate new promotions or assignment changes.
- Enhance the loyalty of internal talent.
- Integrate methodology that multiplies the capabilities of people.
- Innovate in processes or management models.
- Enhance business results.

Benefits for the person:

- Develop our capabilities and strengths.
- Earn efficiency and enjoy things more.
- Make decisions with awareness, knowledge, arguments and values.
- Confidence in ourselves.
- Risk for what we want.

Once all of these are exposed, the ICPD affirms that coaching is considered one of the most effective approaches to meet the needs of learning and organizational development and that it is a practice that is often used as "organizational aspirin" as a universal solution.

9. CONCLUSION

The purpose of this study was to deepen our understanding of the concept of cultural diversity in the workplace and, consequently, the best practices for its management. First, there was a theoretical review of the term diversity and the types of this that we can observe in organizations, since understanding the concept is essential to further develop the purpose of our study. Following in the line of diversity, we focus on what is the basis of our work, cultural diversity and its benefits and negative effects. We can say that, as reviewed, this type of diversity attracts talents to the organization, provides advantages when solving problems since they are observed from different points of view (Mazur, 2010) and increases the innovative and creative capacity (D'Netto et al., 2013). From the perspective of the negative aspects, we can conclude that there is a tendency towards the classification of minority groups, which causes difficulties when carrying out tasks and consequently the alteration of the desired results. (Newcomb, 1956, Turner 1982, Byrne, 1999)

After the study of cultural diversity, we focused on its management, the process of developing a strategic plan and the best practices to manage cultural diversity. Every organization must go through different stages until it reaches the full integration of diversity in that organization. There are a series of values that must be shared so that the organization is in harmony with diversity, establishing a common mission and vision, a common language and leaders have to present competencies that lead to proactivity and tolerance in working groups in order to reach the proposed objectives and towards a pleasant work environment.

With everything previously reviewed, any organization that presents a degree of cultural diversity should deepen its management and establish a strategic plan, following the above phases. The establishment of this strategic plan will provide the organization with information about the force and the work environment, identifying the challenges, objectives and goals that will result in the expected returns and adequate information to invest the necessary resources for the implementation of good practices of diversity. Once all the steps of the plan have been followed, we move on to the practices that should be followed.

According to all the information reviewed, what the organization really needs is to identify the problems and eradicate them, so the first practice that should be done is Diversity Audit. This practice identifies the differences and strengths and weaknesses of the practices used in diversity issues and compares them with other practices of other organizations, giving as a result the aspects in which it has to improve (Mathews, 1998).

These differences have to be focused on the individual, interpersonal, group and organizational levels respectively in order to really obtain good results and focus on the deeper problems of bias and exclusion (Metzler 2003, Kendu et al., 2015).

Once this practice has been carried out and the problems that exist in the organization have been identified, the following practice, which the organization should consider making according to the results obtained with its execution, would be intergroup development. This practice seeks to change the attitudes and perceptions that we have regarding others. To put them into practice, groups are established, which meet independently and describe how they perceive themselves and the members of the other group and how they believe they perceive them.

The opinions are shared, the causes of the group disparity are identified and solutions are proposed commonly. An additional way to carry out this practice is the "Diversity Days" in which the role of the other is adopted. This makes the workers really realize how they are treated and they treat the other members of the group.

Once the mentioned above has been carried out, the management of the cultural diversity of the organization will be considered concluded. The organization will present a diverse, but adequate work environment for carrying out the tasks that will lead to the successful completion of the objectives.

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ANNEXES

All the annexes are extracted from the documents “USAID. Diversity Management, Module 1-2-3.

ANNEXED 1. PREPARATION OF A DEMOGRAPHIC PROFILE

- Data collection: This process can be adjusted to the organizational structure of the company.

Employee Name <input type="text"/>		Age <input type="text"/>	
Age Band <input type="checkbox"/> 20 and below <input type="checkbox"/> 21 - 29 <input type="checkbox"/> 30 - 39 <input type="checkbox"/> 40 - 49 <input type="checkbox"/> Above 50	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Marital Status <input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed	Educational Level <input type="checkbox"/> High school <input type="checkbox"/> Technical/Vocational <input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate
Job Level <input type="checkbox"/> Senior management <input type="checkbox"/> Middle management <input type="checkbox"/> Supervisory <input type="checkbox"/> Staff <input type="checkbox"/> Entry	Job Function <input type="checkbox"/> General Management <input type="checkbox"/> Sales <input type="checkbox"/> Operations <input type="checkbox"/> Information Systems <input type="checkbox"/> Marketing <input type="checkbox"/> Finance/Accounting <input type="checkbox"/> Administration <input type="checkbox"/> Human Resources		
Employment Type <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Casual	Years of Experience Years of Service: <input type="text"/> Pay: <input type="text"/>		

- Data analysis

Demographic Factor	Number	Percentage	Average
Age			•
Age Band	•	•	
Gender	•	•	
Job Function	•	•	
Job Level	•	•	
Employment Type	•	•	
Years of Service			•
Pay			•
Educational Level	•	•	
Years of Experience			•
Years of Service			•
Marital Status	•	•	

- Calculation of the turnover rate: The following table shows how the volume of business analysis is by gender and by business unit and is calculated quarterly or annually.

	Gender		Reason for Separation						Total # of Separations per Unit
	Male	Female	Resignation	Discharge	Retirement	Health Issues	Death	Other	
Unit A									
Unit B									
Unit C									
Total Number of Separations									

Calculate your turnover rate using the following formula (include only employees on payroll, and exclude unavoidable/voluntary separations due to retirement, health issues, relocation, and death):

Turnover Rate = (Number of separations during the measurement period / average number of employees during the measurement period*) x 100

*Average Number of Employees = the sum of the number of employees for each month in the measurement period (employees on payroll) divided by the number of months

Example: In a department of eight employees, two people left during the measurement period. Turnover Rate = $(2/8) \times 100 = 25\%$

ANNEXED 2. EXAMPLE OF EMPLOYEE INTERVIEW.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
1. The organization values employees with diverse characteristics and backgrounds.						
2. The organization values employees with diverse views.						
3. The organization has policies for recruitment, hiring, developing and promoting employees.						
4. Organizational policies promote fair treatment of all employees.						
5. The organization has a non-discrimination policy.						
6. The organization takes appropriate action in response to incidents of discrimination.						
7. The organization engages in targeted recruitment of diverse job candidates.						
8. The organization has a clear compensation system.						
9. The organization has a clear performance management system.						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
10. The organization ensures merit and results drive rewards and recognition.						
11. The organization offers fair and equal access to training and development opportunities for all employees.						
12. The organization offers fair and equal opportunities for career advancement for all staff.						
13. Promotions are awarded fairly.						
14. The organization encourages and values different styles of leadership.						
15. Where possible, the organization offers flexible work arrangements to all employees who want them.						
16. Managers and supervisors value having employees with diverse characteristics.						
17. Managers and supervisors value having employees with diverse views.						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
18. Managers and supervisors assign employees with diverse characteristics and viewpoints to work together.						
19. Managers and supervisors encourage all employees to participate in the decision-making process.						
20. Managers and supervisors address bias and discrimination.						
21. Coworkers treat me with respect.						
22. Coworkers listen respectfully to my views about work related matters.						
23. Coworkers accept differences in my personal characteristics.						
24. I am given adequate opportunities to demonstrate my skills.						
25. I have all the resources I need to do my job properly, including access to information.						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Don't Know
26. I am given opportunities to develop my skills through training and coaching.						
27. I am provided with opportunities to advance in my career.						
28. I am provided with ongoing feedback about my work performance.						
29. My contributions and achievements at the organization are recognized.						
30. I feel I am a valued employee at the organization.						
31. I do not feel pressured to change things about myself in order to fit in at the organization.						
32. I have never felt uncomfortable or out of place because of my personal characteristics.						
33. I feel free to express my opinions about work related matters.						
34. I am always involved in important decisions that affect my work.						

ANNEXED 3. SWOT ANALYSIS MATRIX

Strengths	Weaknesses
<p>What are our advantages?</p> <p>What do we do well?</p>	<p>What are our resource and capability shortfalls? What areas need improvement?</p>
Opportunities	Threats
<p>What opportunities exist in the external environment that we can benefit from?</p>	<p>What factors beyond our control could place the business at risk?</p> <p>What obstacles do we face?</p>

ANNEXED 4. EXAMPLE OF STRATEGIC PLAN

Focus Area:																	
Goal:																	
Objectives:																	
Strategies:																	
Indicators:																	
Activities	Implementation Timeframe (month)												Indicators	Data Sources	Responsibility	Resources	
	1	2	3	4	5	6	7	8	9	10	11	12					

ANNEXED 5. DIVERSITY DAY

The following case is extracted literally from Paluck (2006). Diversity Training and Intergroup Contact: A Call to Action Research. *Journal of Social Issues*, Vol. 62, No. 3, 2006, pp. 577

“A group of office workers shuffle into a fluorescent-lit room where two rows of chairs face a television stand. Standing in front of a “Diversity Day—Take 2!” banner, their supervisor Michael urges them into their seats: “Let’s have fun, everybody!”

After the group watches a video of a man speaking about the importance of diversity, a South Asian woman rises and heads for the door. She pauses in front of Michael to explain she has a customer meeting. “If you leave, we’ll only have two left—er, yes, enjoy!” Michael blurts. Turning back to the group, composed of eight White men and women, one Hispanic man and one Black man, he introduces himself and the exercise of the day.

Michael instructs each person to pick an index card from a pile and put the card on his or her forehead without seeing what is written on the other side. The various cards say “JEWISH,” “ASIAN,” “ITALIAN,” and “BLACK.” “I want you to treat other people like the race that is on their forehead, okay? . . . Nobody knows what their race is.” As the men and women eye the small billboards on their partners’ heads, Michael encourages them to mingle and “let the sparks fly! . . . Let’s get real!”

A woman with “JEWISH” on her head stands with the Black man who has by chance chosen the “BLACK” card. Carefully, he offers, “I admire your culture’s success in America.” Michael appears between the two of them “Good! Olympics of suffering right here! Slavery versus the Holocaust, come on!” The Black man frowns and pulls off his index card: “Who am I supposed to be?”

The “JEWISH” woman moves on to speak to a man wearing an “ASIAN” card. He hails her with a “Shalom” and asks her for a loan. Grimly, she compliments him on his culture’s cuisine. Once again Michael jumps in: “Come on, stir the pot. Stir the melting pot!” She draws a breath. “Okay. If I have to do this, based on stereotypes that are totally untrue, that I do not agree with, you would maybe. . . not be a very good driver.” The “Asian” man grimaces. “Oh man! Am I a woman?”

The South Asian woman returns to the room, and Michael strides to meet her, motioning all to watch. Using an absurdly exaggerated Indian English accent, he pretends that he is a convenience store owner inviting her into his store. The woman’s expression shifts from bewilderment to anger. As Michael’s voice reaches a fever pitch, she reaches back and slaps him. The group stands in a dead silence. Michael straightens up and declares, “Yes, that’s it! NOW she really knows what it’s like to be a minority!”