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ABSTRACT

A literature review was conducted to identify critical work force diversity issues in today's changing workplace and identify ways organizations and career and technical education (CTE) practitioners can increase work force diversity. A broad, all-inclusive definition of diversity was developed that focuses on how diversity affects individuals and organizations and emphasizes communicating a concept of diversity as more than race, gender, affirmative action, and equal employment opportunity. Diversity management strategies belonging to the following six categories were discussed: needs assessment; organizational commitment; business strategy; systems and procedures that support diversity; integration and implementation; and assessment and refinement. The following were among the recommendations offered to CTE practitioners concerned with increasing and managing diversity in the work force: (1) realize that having the ability to work as a team member is a marketable skill and that students need to acquire a level of expertise in teamwork; (2) become knowledgeable about the variety of learning styles and how students from different lifestyles and ethnic backgrounds learn better; (3) work to recruit not only diverse students but also diverse faculty; and (4) build an educational environment that heightens

awareness, understanding, and appreciation of cultural and other differences. (Contains 91 references.) (MN)

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The changing work force is one of the most extraordinary and significant challenges facing U.S. organizations today. The demographic changes in the American work force have the potential to affect many aspects of organizational management. Both the population and the work force have become increasingly diverse, and these population changes will continue for many years. Currently, racial and ethnic minorities comprise about 28 percent of the U.S. population (U.S. Bureau of the Census 1998). According to the U.S. Bureau of the Census (1996) projections, during the next 10 years non-Hispanic Whites will contribute only one-quarter of the total population growth. From 2030-2050, the non-Hispanic White population will contribute nothing to the nation's population growth because it will be declining in size. African Americans, Asians, and Hispanics will outnumber Whites in the United States in the 21st Century. By 2010, Hispanics are expected to supplant African Americans as the nation's largest minority group. The rapid growth of minorities has been and will continue to be marked by an increasing diversity in terms of language differences, cultural beliefs, and other practices as new immigrant groups (e.g., Vietnamese, Cambodians, Dominicans, Nicaraguans) join earlier immigrants (Mexicans, Cubans, Chinese, and Japanese) (Dutton 1998; O'Hare 1993; U.S. Bureau of the Census 1996).

In the United States, 76 percent of married women with children aged 6-17 are in the labor force, and 64 percent of women with children under 6 work outside the home (U.S. Bureau of Labor Statistics 1998). In 1997, approximately 60 percent of American women were in the labor force, up from only 33 percent in 1950. Women now represent 46.2 percent of the work force, up from only 29 percent in 1950, and they will comprise approximately 48 percent of the work force by the year 2005 (U.S. Bureau of Labor Statistics 1998).

According to Hamilton (1990), "The great challenge facing the nation is to prepare a changing population to do new kinds of work. Failure imperils economic health, social progress, and democracy itself" (p. 1). It is expected that the extent to which these demographic work force shifts are effectively and efficiently managed will have important impact on the competitive and economic outcomes of organizations (Caudron 1990; Hayes 1999; Johnston and Packer 1987). Organizations that recognize that they need to fully develop all members of their work force to remain competitive are responding by implementing a variety of different approaches to manage diversity (Jamieson and O'Mara 1991; Mayo 1999; Wentling and Palma-Rivas 1998).

The main focus of this paper is to describe in detail the literature on diversity in the work force to bring about an understanding of the complexity and breadth of workplace diversity issues. The paper summarizes work force diversity issues and reviews the key points from research studies, books, reports, and journal articles on diversity in the work force. This information can be of value to several different audiences. First, decision makers, such as human resource managers, training and development specialists, and line managers can learn or develop an awareness of what diversity is, its benefits, and how it is affecting the workplace. Second, career and technical educators can learn about the differences in organizational responses to diversity. Career and technical educators can use the information to revise their curricula and illustrate to their students the impact of diversity in the workplace. Third, career and technical students interested in diversity in the work force can use the information to become more knowledgeable about the topic.

One of the important factors in understanding diversity is how the changes in society are affecting the work force. Therefore, a section is devoted to this topic in the paper. The paper also presents a variety of perspectives different authors have regarding the reasons organizations have for managing and valuing diversity. To address different viewpoints, many writings were analyzed in this discussion. A variety of strategies for managing diversity are also presented.

Diversity Defined

Diversity has been defined in numerous ways. Definitions of the term range from narrow to very broad. Narrow definitions tend to reflect Equal Employment Opportunity (EEO) law; they define diversity in terms of race, gender, ethnicity, age, national origin, religion, and disability (Carnevale and Stone 1995; Wheeler 1995). Broad definitions may also include sexual/affectional orientation, values, personality characteristics, education, language, physical appearance, marital status, lifestyle, beliefs, and background characteristics such as geographic origin, tenure with the organization, and economic status (Carr 1993; Caudron 1992; Thomas 1992; Triandis 1994). Hayles (1996), for instance, defines diversity as "all the ways in which we differ" (p. 105). He adds that the diversity concept is not limited to what people traditionally think of: race, gender, and disabilities.

Tomervik (1995) identified four basic themes related to the definition of diversity: (1) The diversity concept includes a broad range of differences in the work

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force—age, disability, education levels, ethnicity, family structure, function, geographic location, race, religion, sexual orientation, style, and values. Definitions are extremely broad and all inclusive; (2) The meaningful aspects of diversity are how it affects the individual and the organization; (3) The broadened definition of diversity requires a culture change within organizations. Work force diversity necessitates changes in management styles, human resource systems, philosophies, and approaches; (4) There is an emphasis on communicating a concept of diversity as more than race, gender, affirmative action and equal employment opportunity. There is no definitive definition that fully describes the broad range of differences diversity includes, the evolutionary nature of the process it represents, and the far-reaching impact it has on individuals and corporations (Thomas 1996; Tomervik 1995).

This paper focuses on diversity in the broadest sense, which includes all the different characteristics that make one individual different from another. The major purpose for defining it so broadly is that it is all inclusive and recognizes everyone as part of the spectrum of differences that should be valued (Griggs 1995). A broad definition of diversity goes beyond protected-class differences, because all individuals bring their differences, including a variety of group-identity characteristics, to the workplace (Johnson 1995). A broad definition moves workplace diversity issues beyond an "us versus them" struggle to focus on using and maximizing diversity to accomplish both individual and organizational goals. It provides an overarching goal for a unifying focus.

The Changing Society and Work Force

The demographic composition of society and the work force has changed considerably and is expected to continue undergoing dramatic changes in the near future (Bolick and Nestleroth 1988; Johnston and Packer 1987; Judy and D'Amico 1998). These demographic changes are away from the European-American male and more toward an increasingly diverse and segmented population, including women and men of all races, ethnic backgrounds, ages, and lifestyles. It includes people of diverse sexual/affectional orientations, religious beliefs, and different physical abilities, who need to work together effectively.

Others also agree that modern society is undergoing an historic transition from a predominately White society rooted in Western culture to a global society composed of diverse racial and ethnic minorities (O'Hare 1993; Thomas 1996; Triandis, Kurowski, and Gelfand 1994). The U.S. Bureau of the Census (1994) predicted that by the 21st century racial and ethnic minorities who composed about 25 percent of the U.S. population would comprise nearly one-half of all Americans.

The demographic trends will most certainly affect the makeup of the U.S. labor force. By 2010, people of color, White women, and immigrants will account for 85 percent of the net growth in the nation's labor force (Goldstein and Gilliam 1990; Johnston and Packer 1987; Judy and D'Amico 1998). In 1980, women made up 43 percent of the total work force. By 2010, they will account for more than 48 percent, and 61 percent of all American women will be employed (U.S. Bureau of Labor Statistics 1998).

The American work force will continue to mature, and there will be an increase in the racial and ethnic diversity within the elderly population as well (U.S. Department of Commerce and U.S. Department of Health and Human Services 1993). The average age of the work force is expected to increase, from age 36 in 1986 to age 39 by the year 2005 (Judy and D'Amico 1998). An increasing number of youths aged 16-24 will be entering the job market by the end of 2005. These youths are likely to be more ethnically diverse than the workers in today's work force (Finney 1989; Johnston and Packer 1987; Triandis and Bhawuk 1994).

Gay men, lesbians, and bisexual individuals are also defined as new minorities in the workplace (Carnevale and Stone 1995). Despite a gay and lesbian civil rights movement, they are still rejected even more than other minorities (Rogers 1997). The proportion of the gay population has been a debate for decades; it is estimated that about 5 million people in the United States comprise this minority group (Carnevale and Stone 1995; Rogers 1997; Stewart 1996).

People with disabilities form another group that is growing in number in the work force. By law workers with disabilities have to be integrated in the labor force. They have been historically stereotyped and discriminated against because of their disabilities. However, the Americans with Disabilities Act of 1990 has tried to reverse this situation for workers with disabilities. This act benefits people with disabilities as well as society, because supported employment helps decrease government subsidies and increases tax revenues and productivity (Henderson 1994).

When considering the changes in society and the workplace, it is easy to understand the significant role that diversity issues will play in future competitive and organizational success. Regardless of whether one looks at diversity as a societal, a workplace, or a consumer marketing issue, these demographic changes cannot be disregarded (Jackson and Associates 1992). The character of society and the work force is changing and is expected to change significantly in the future. All these changes have directed many organizations to explore the business implications and have provided a strong rationale for managing diversity in the workplace.

Why Organizations Are Managing Diversity

"Managing diversity means changing the culture—that is, the standard operating procedures. It requires, data, experimentation, and the discovery of the procedures that work best for each group. It is more complex than conventional management but can result in more effective organizations" (Triandis, Kurowski, and Gelfand 1994, p. 773). Thomas (1992) explains that managing diversity means to empower or enable employees. Managing diversity prescribes approaches that are philosophically broad enough to encompass all dimensions of diversity. Henderson (1995) relates managing diversity to the accomplishment of the organization's goals. For him managing diversity also emphasizes managerial skills and policies needed to optimize and emphasize every employee's contribution to organizational goals.

Many companies trace their diversity initiatives to the ***Workforce 2000*** report (Johnston and Packer 1987), which greatly

intensified concern for the effective use of an increasingly diverse work force. However, many believe that the concern for managing diversity started with Equal Employment Opportunity/Affirmative Action (EEO/AA). Traditionally, EEO/AA requirements have been based upon social, moral, and legal obligations. Although many companies are still obligated to comply with EEO/AA policies, they are convinced that programs and processes for managing diversity go beyond compliance with EEO/AA policies because they are directly connected to bottom-line business issues (Cox 1991; Cox and Blake 1991; Elshult and Little 1990; Fernandez 1993; Hayes 1999; Mayo 1999; Morrison 1992; Sabur 1991; Thomas 1991). "Our nation must work harder to help all workers develop themselves to their fullest and that such efforts are required not only in the interest of social justice, but also to maintain competitiveness in the global marketplace" (Gottfredson 1992, p. 279).

Managing diversity differs mainly from EEO/AA programs in that diversity programs tend to have broader goals and means for improving organizational climate. Managing diversity initiatives are "efforts to create an environment that works naturally for the 'total' diversity mixture" (Thomas 1992, p. 308), but not just for women and minorities (Gottfredson 1992). Companies that have been successful as EEO/AA employers are now realizing that the diverse work force they created needs to be better managed in order for them to maximize their human resource potential and increase their competitive edge (Griggs 1995).

Rossett and Bickham (1994) identified five reasons for organizations to get involved in diversity programs: *compliance* (want to do what is expected of them by taxpayers, shareholders, society); *harmony* (want all employees to understand and appreciate each other); *inclusion* (want underrepresented employees to succeed); *justice* (want to correct past wrongs); and *transformation* (want to change the way the organization does business in order to take into account diverse employees, customers, and markets). Finney (1989) examined the reasons four companies implemented diversity programs. She found that these companies did not implement their diversity programs because it was the social, legal, or "in" thing to do. They did it because it was the right thing to do for their company's needs, circumstances, and philosophy. These companies developed diversity programs to address the needs of their workers, satisfy the demands of their competition, or fulfill the requirements of their role in the community. It is important to note that these companies were extremely visionary and were some of the first companies to start implementing diversity programs. Similarly, Work (1993) believed that, although the rationale for managing diversity may appear to grow mainly out of notions of social and economic "fairness" and "morality," the clear and central need for effectively managing diversity is maintaining and improving corporate productivity and profitability in national and global competition.

Jackson and Alvarez (1992) concluded that two economic forces are especially relevant to work force diversity: the shift from a manufacturing-based economy to a service economy and the globalization of the marketplace. They predicted that, with 78 percent of American jobs in the service area, diversity issues will gain importance because in a service economy effective interactions and communications between people are essential to business success. "Delivering service products requires employees with well-developed interpersonal skills; cultural similarity between the service provider and the customer may improve the effectiveness of service delivery and the perceived quality of service" (Triandis, Kurowski, and Gelfand 1994, p. 770). Several studies have found that race and gender affect interaction between employees and customers in service businesses (Juni, Brannon, and Roth 1988; McCormick and Kinloch 1986; Stead and Zinkhan 1986). Some organizations believe that having a diverse employee population helps them better understand customers' needs in ethnic and international markets (Griggs 1991; Palich and Gomez-Mejia 1999; Wentling and Palma-Rivas 2000).

Increased competition and the changing marketplace are convincing many business leaders that diversity should be an essential part of their business strategy (Hayes 1999; Hayles and Russell 1997; Palich and Gomez-Mejia 1999; Wentling and Palma-Rivas 2000). Corporate leaders have decided to incorporate diversity for four business reasons: keep and gain market share, reduce costs, increase productivity, and improve the quality of management (Morrison 1992). Research findings support these reasons. Cox and Blake (1991) noted that companies that learn how to manage diversity acquire a competitive advantage over companies that do not know how to deal with diversity. They found that sound management of diversity has a positive effect on cost savings, employee selection, creativity, problem solving, flexibility, marketing, and resource acquisition. Those companies that "manage diversity well are more likely to gain competitive advantages, attain increased productivity from available human resources, and reduce the intergroup conflict cost" (Triandis, Kurowski, and Gelfand 1994, p. 775).

Some managers believe that a diverse work force can outperform a homogeneous one of comparable talent (Gardenswartz and Rowe 1994; Thompson and Gooler 1996). Although managing heterogeneity may be more difficult in the beginning than managing homogeneity, most organizations, communities, and countries do not have the option of working in a homogeneous environment (Fernandez 1993; Thomas 1992). Therefore, it is necessary that individuals and organizations become aware of the many advantages associated with a heterogeneous work environment (Griggs 1995).

Several studies have provided evidence that diverse groups produce higher-quality ideas and are more likely to reach high-quality decisions than groups that have similar members (McGrath 1984; McLeod and Lobel 1992; Milliken and Martins 1996; Triandis, Hall, and Ewen 1965; Watson, Kumar, and Michaelsen 1993; Willems and Clark 1977). Bantel and Jackson (1989) appraised the diversity of top management teams in 199 banks, finding that the greater the diversity of the team, the greater the number of administrative innovations.

Even though diverse groups may encounter more difficulties than homogeneous groups at the forming stage (Watson et al. 1993) or may take more time to reach a decision (Hoffman, Harburg, and Maier 1962), they are more likely to seek the full range of possible solutions to the problem than a homogeneous group (Ellis and Fisher 1994). Altogether, people of different cultures bring a variety of perspectives

and outlooks to a task; such diversity may add to the pool of resources available to a group (Adler 1991; Nelton 1988). Diversity can increase the potential group productivity (S. E. Jackson 1991; McGrath 1984) and the quality of ideas generated by the group (Hayles and Russell 1997; McLeod and Lobel 1992; Watson et al. 1993).

In order to have effective employee work groups/teams that support one another's efforts, employees must value, respect, and accommodate people who are different from themselves in terms of race, ethnicity, language, culture, religion, age, ability, status, sexual orientation, family structure, and so forth (Gardenswartz and Rowe 1994). A survey by the American Productivity and Quality Center (Dumaine 1990) found that half of the 467 large firms in the study planned to rely significantly more on self-managing employee work groups/teams. In most companies when employee work groups/teams are formed, diversity is certain because in today's complex and pluralistic world, homogeneous groups are rarely found (Gardenswartz and Rowe 1994).

In summary, valuing or managing diversity is a bottom-line issue for organizations (Johnson 1995). Possibly the simplest and the strongest rationale for managing diversity stems from the potential to increase productivity among all workers, especially among those groups of workers that have historically been underrepresented and underused. Examples of these groups include women, people of color, people with physical disabilities, older workers, and gay or lesbian employees (Ehrlich and Garland 1988; Morrison and Von Glinow 1990; Stewart 1991). It is not legally required that organizations manage diversity; instead, it is in their best interest to develop and use the talents and energies of all their work force. The goal of managing diversity is to develop an environment that takes into consideration all dimensions of diversity and works for all employees at all levels in the organization (Griggs 1995; Gudmundson and Hartenian 2000; Loden and Rosener 1991).

Strategies for Managing Diversity

During the last decade, many organizations have responded with programs designed to manage diversity in the workplace (Arredondo 1996; Cox 1991; Gardenswartz and Rowe 1998; Gottfredson 1992; C. Jackson 1991; Martino 1999; Sanders 1991; Scarborough 1998; Wheeler 1995). Examples of such programs and initiatives include the following:

- Incorporation of diversity into mission statements; diversity action plans (Wheeler 1995)
- Education and training programs intended to reduce stereotyping, increase cultural sensitivity, and develop skills for working in multicultural environments (Jackson 1992; Wentling and Palma-Rivas 1998; Wheeler 1995)
- Career development and career planning activities; procedures to reduce ethnic and gender differences in career outcomes; career management programs designed to promote constructive feedback, mentoring relationships, and access to informal networks (Gottfredson 1992; Jackson 1992; Wentling and Palma-Rivas 1998; Wheeler 1995; Winterle 1992)
- Performance and accountability initiatives (Morrison 1992; Wheeler 1995; Winterle 1992)
- Culture-change initiatives: changes in organizational climate to value and use ethnic and gender differences and to accommo-

Needs assessment: assess organizational readiness and need before beginning; identify the diversity problems in the organization by collecting relevant information; seek employee input; answer the questions why, what, how, when, where, and who of the managing diversity strategy; start the change process with careful assessment of one's own bias
(Baytos 1992, 1995; Johnson 1995; Louw 1995; Morrison 1992)

Organizational commitment: obtain senior management commitment; establish management responsibility for climate setting; make awareness education an organizational priority
(Baytos 1995; Loden and Rosener 1991; Louw 1995; Morrison 1992)

Business strategy: establish a clear business rationale for the initiative; link diversity to strategic vision; design diversity strategy—develop goals, objectives, methods, dimensions, management, actions, priorities, and resources of the plan
(Baytos 1992; Loden and Rosener 1991; Louw 1995)

Systems and procedures that support diversity: select practices, interventions, and initiatives that fit the organization's needs and problems; align diversity efforts with strategic business objectives; develop a plan that states by whom, when, where, and how the diversity interventions and initiatives will be accomplished; establish a process that ensures ongoing successful diversity efforts; use nontraditional organizational approaches to address diversity issues
(Baytos 1995; Loden and Rosener 1991; Louw 1995; Morrison 1992)

Integration and implementation: use a holistic, integrated approach; consciously work to integrate diversity values into the broader organizational values; integrate responsibility for diversity initiatives into other management functions and initiatives; integrate diversity efforts with existing strategic objectives and programs and other large-scale organizational change efforts
(Baytos 1995; Johnson 1995; Louw 1995)

Assessment and refinement: evaluate and monitor diversity efforts to ensure ongoing improvement; measure performance results against program/process objectives and strategic organizational goals; monitor recruitment, promotion, and development trends; use the results to reinforce the commitment of the organization
(Baytos 1992, 1995; Johnson 1995; Loden and Rosener 1991; Louw 1995; Morrison 1992)

Figure 1. Summary of strategies for managing diversity

date individual differences among employees; long-term initiatives directed at overall culture change (Gottfredson 1992; Wheeler 1995; Winterle 1992)
- Recruitment and retention practices, including nontraditional work arrangements such as flextime and home workstations and new employee benefits, such as parental leave and dependent-care assistance; reinforcement of the value of diversity in hiring and promotions; attention to subtle reinforcement of the homogeneous ideal (Jackson 1992; Loden and Rosener 1991; Morrison 1992; Wentling and Palma-Rivas 1998; Wheeler 1995)
- Community involvement and outreach (Wheeler 1995)

Although there is a wide range of approaches and strategies for managing diversity, no single approach or strategy can be recommended for all organizational situations. Even though there is no method that contains all the necessary ingredients for success in managing diversity, leading-edge organizations have numerous efforts underway to manage diversity. Some common practices distinguish these organizations from others. These are synthesized in figure 1.

Principles required for managing diversity successfully are as follows (Louw 1995): expect resistance to change, and take steps to minimize it; use a participative management approach; and be instrumental or facilitative rather than charismatic or autocratic in leading diversity initiatives.

Gottfredson (1992) offered nine diversity principles to enhance management practice: (1) develop individuals, not groups; (2) stress variance, not just average differences; (3) treat group differences as important, but not special; (4) tailor treatment to individuals, not groups; (5) find the common ground; (6) reexamine but maintain high standards; (7) test assumptions and support claims; (8) solicit feedback; and (9) set high but realistic goals.

Northern States Power is one of the many organizations that have developed exemplary diversity strategies. The company has a strategic multifaceted plan that includes the following components (Fernandez 1993):

- Create employment policies and practices that support the company's commitment to diversity (including performance, potential, career planning and counseling systems, training and development strategies, diverse career tracks with appropriate resources, and leading-edge flexible-benefit packages).
- Integrate work force diversity goals with all organizational design activities.
- Create an organizational structure to support the company's commitment to diversity.
- Establish a link between diversity goals and performance review and reward systems.
- Establish shared values throughout the organization to support the company's vision of diversity.
- Develop a diverse mix of qualified candidates to ensure that the work force of the company mirrors the communities that it serves.
- Provide employees with the skills needed to perform in a culturally diverse environment.
- Create an atmosphere/culture in which all employees take ownership of the diversity problems and recognize they are part of the problem as well as the solution.
- Create an organizational culture where racist, ethnocentric, and sexist language is totally absent.

Leadership commitment and revision of policies and benefits so that they support diverse needs are essential elements for building diversity (Carnevale and Stone 1994; Gilbert and Ivancevich 2000, Wentling and Palma-Rivas 2000). Before diversity can be valued and properly managed in any organization, the organization's leadership must be committed to it. Leaders/managers must be directly involved in making things happen. Leaders need to lead by example and hold others accountable. Diversity initiatives that proceed without leadership commitment will have little impact if employees view management as not supportive of diversity efforts. When people are engaged in diversity initiatives and leadership commitment is lacking, it is important to design a strategy to get it. Commitment takes time to develop, and leaders/managers need to understand the benefits and process involved in managing diversity. Many organizations use accountability as a key component in ensuring commitment to diversity from their managers.

Some organizations have managers develop their own diversity goals and specific ways to demonstrate their support for diversity. Other organizations connect performance-appraisal ratings, compensation, and even annual bonuses to the achievement of diversity goals (Caudron 1992). Morrison (1992) found that companies are beginning to attach consequences to diversity-related performance. Morrison also observed that leaders competent in developing and capitalizing on diversity are essential to the success of American organizations. To set the stage for changing the organizational culture, company leaders must take an influential and visible role from the very beginning (Loden and Rosener 1991). Specifically, their role must focus on acknowledging the fundamental difference between equal employment opportunity and valuing diversity, endorsing the value of diversity and communicating this throughout the organization, and articulating a pluralistic vision.

When an organization follows a strategic process, it is less likely that diversity efforts will be dropped or left unsupported in time of crisis or change, such as mergers and downsizing. However, without leadership and effective management, diversity efforts remain fragmented and lack cohesion. Coordination of diversity efforts needs to be assigned to a competent leader who can build relationships across functions and levels of the organization (Tomervik 1995).

Many companies are beginning to evaluate and adjust policies and benefits that were initially designed for a more homogeneous work force. Bolick and Nestleroth (1988) investigated many policies and benefits that organizations are implementing. Some of them included changing recruiting policies to focus on recruiting women, people of color, older workers, and people with disabilities; recruiting women into traditionally male occupations; and recruiting returning and second-career women. Other areas in which policies and benefits can be changed to support diversity include flexible work schedules, part-time scheduling, and flexible vacation and sick-leave policies; child and elder care; pay equity for all workers; benefits for partners of gay and lesbian workers; and employment opportunities for older workers that are more attractive than retirement.

In summary, organizations are undertaking a number of diversity initiatives. However, no single strategy or activity, used in isolation, is likely to constitute an adequate approach for managing diversity (Arredondo 1996). What is needed is a careful selection of initiatives adapted to organizational needs, tied to business aims, and used strategically in an ongoing manner. Clearly, issues of managing diversity need to work their way through the strategic planning process of the organization. Diversity initiatives should not be fixed and should be modified over time, as an organization's needs change. This means that an organization's diversity strategies need to be assessed and reassessed on an ongoing basis (Carnevale and Stone 1994; Gilbert and Ivancevich 2000).

Implications for CTE Practitioners

Demographic developments will continue to make society, the marketplace, and the work force more diverse in the future. If students are going to function efficiently in a world that is increasingly multicultural and globally linked, their education should help prepare them for this challenge. In fact, both career and technical education (CTE) practitioners and their students have reason to learn how to deal successfully with differences in gender, age, race, class, socioeconomic status, and so forth. Teaching effectiveness improves with a greater understanding of diversity (Frierson 1997; Gallos and Ramsey 1997; Tice 1993). Both institutions and their faculty may soon be evaluated on students' ability to work professionally with diversity issues (Andre 1993; Gallos and Ramsey 1997). Students' understanding of diversity issues may also affect their eventual employability (Carnevale and Stone 1995). This implies that CTE practitioners will have to provide their students with the knowledge and skills necessary to succeed in a very diverse society and work force. CTE practitioners must realize that having the ability to work as a team member is a marketable skill in the workplace and that students need to acquire a level of expertise in this area. Work teams, most of which are very diverse, are now a reality in most companies. Without effective work teams, companies will not be able to be competitive and produce high-quality products and services. In order to be an effective team member in a diverse workplace, students must learn to value and respect people who are different from themselves. They must also be able to listen to and communicate effectively with many diverse individuals. The extent to which students will be able to succeed in the workplace will depend greatly on their interactions with people and especially in diverse work teams.

In addition, to be fully prepared to deal with the increasing demographic changes reflected in the diverse student population and work force, CTE practitioners should become knowledgeable about the variety of learning styles and how students from different lifestyles and ethnic backgrounds learn better. In addition, CTE practitioners should strive to make all students feel welcome by fostering their academic success and embracing their many cultural perspectives. This can be done by implementing into their curriculum activities that provide the kind of supportive climate that is necessary for diverse students to feel at home. For example, CTE practitioners can where possible, initiate discussions, library displays, or film series on various cultural groups in conjunction with curricular offerings. In addition, religious, business, and other community leaders can be called on to provide learning activities for students of their own particular cultural groups. The practice of opening the classroom to broader community involvement not only benefits minority students, but also helps mainstream students and CTE practitioners to become more sensitive to the interests, traditions, and behavior styles of the diverse student population.

CTE programs must also make efforts to recruit not only diverse students but also diverse faculty. In order to reflect what is currently happening in society, CTE leaders will have to make efforts to bring different perspectives to their programs. Having a diverse faculty and student body will help students better deal with the diversity that is in the workplace. This will also help in recruiting more diverse CTE students, which will assist in bringing a multicultural perspective to the CTE field. Having a diverse faculty and student body is a way of practicing diversity as a reality.

Like business and industry, CTE programs are faced with the challenges of managing diversity in the workplace. CTE practitioners and other school personnel must build an environment that heightens awareness, understanding, and appreciation of cultural and other differences that exist among themselves and among the student population. The commitment of school administrators and a process of ongoing accountability are critical to successful implementation of diversity initiatives. Any type of educational program that is interested in the promotion and management of diversity must be initiated and supported by the school's top administrators. Diversity initiatives can be successful only by having an infrastructure to support them and driving change through the existing administrative structure of the school. In addition, effective communication to articulate the impact and importance of diversity issues to students, parents, faculty, school administrators, and others involved is important because it can encourage involvement and support in addressing diversity. It is necessary that everyone hears the same message and is involved in helping to move the diversity initiatives forward. Furthermore, in all types of settings the primary reasons for the failure of diversity initiatives is lack of accountability. It is therefore imperative to incorporate diversity objectives into administrators and other school personnel assessments and to link those objectives with reward and recognition programs.

In summary, the long-term success of CTE programs could very well depend on their ability to address the needs of a growing diverse student population effectively. CTE practitioners should be prepared to set an example for others in designing and implementing programs that address diversity. To accomplish this, CTE practitioners should identify the demographic changes taking place and project how these changes will affect the makeup of the student population in the future (5 years; 10 years). They should also develop faculty/student training and development programs to increase awareness, sensitivity, understanding, and appreciation of cultural and other differences. Identification and discussion of cultural and other differences should be encouraged in workshops, training programs, seminars, social gatherings, and so forth. Both students and CTE practitioners should be involved in the development and scheduling of these activities. Diversity topics should also be intertwined throughout

the CTE curriculum. This could involve developing new courses as well as revamping some existing ones to address diversity issues. CTE practitioners should also establish a network of communication that promotes and involves people from different backgrounds in the program's decision-making process. Including diversity topics and issues in the CTE curriculum would also be important. Nearly all of the traditional CTE core courses offer considerable opportunity for this type of inclusion. Developing new courses and seminars devoted to diversity topics would also enhance the role of CTE practitioners in addressing diversity. Further, CTE practitioners should establish liaisons with businesses to give and receive information on the management of diversity.

The movement of managing diversity in education and the workplace is at a critical stage. Organizations and educational institutions of the future will need to develop systematic efforts for managing diversity. These organizations and institutions will need to connect their diversity efforts to their goals and objectives through thorough needs assessments and developing measures for feedback and evaluation of their efforts. A long-term perspective and integration with other change efforts will be needed in order to ensure that diversity becomes an effective organizational strategy.

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