

# **Toward a Multicultural Organization**

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**A seminal paper produced by the authors when  
they were with The Procter & Gamble Company.**

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## ***Historical Background***

From a historical perspective, Affirmative Action represents a societal response to organizational and institutionalized racism and sexism. It can be described as an attempt by organizations to increase the membership and participation of minorities and women. Prior to the implementation of Affirmative Action, organizations passed through two other stages:

1. ***Stark segregation.*** This stage represented the obvious denial of opportunity to minorities and women. As recently as 1956, ads in the employment section of newspapers stated that Negroes should not apply; both minorities and women were segregated by custom and historical assumptions. Racial segregation was tolerated in most cases until the 1960's even though the armed services and federal agencies under the Truman Administration made attempts toward racial integration.

2. ***Nondiscrimination.*** As a result of the civil rights movement of the 1960's and early Equal Employment Opportunity legislation, a type of moral consciousness surfaced. This made it necessary for organizations to remove blatant evidence of discrimination, and advertisements began to carry the notation **that "we do not discriminate on the basis of race, creed, color, or national origin."** (Policies regarding gender were still largely unstated.) This nondiscrimination stage - vestiges of which can still be discerned in some of the nation's organizations - represented a passive approach which emphasized the removal of policies and activities that actively exclude the affected classes from employment. This approach involved no aggressive efforts to recruit, retain and promote minorities or women. Therefore, it did not produce much change in organizational makeup. Women, white males, blacks, and other minority groups all received different treatment.

As a result of the lack of progress made under nondiscrimination policies, the federal government in the early 1970's began to require more proactivity in eliminating discrimination and its effects. U.S. organizations in general have now moved from passive nondiscrimination to Affirmative Action - the operative word being **"action."** The Affirmative Action stage can be divided into two sequential phases, or generations, characterized by different issues.

As organizational attention and energy are focused on resolving first generation issues, new issues tend to emerge and the organization moves into another phase of development - the second generation. The first and second generations of Affirmative Action are transition steps in the organizational evolution toward becoming an effective multicultural organization.

An organization's progression from first to second generation to multiculturalism is seldom divided into clear-cut steps; rather, the stages overlap and each stage will probably include some issues indicative of both earlier and later stages (see diagram on page 9).

# *The First Generation of Affirmative Action*

When an organization is in the first phase of Affirmative Action, women and minorities are present in small percentages only, or occupy just the traditional roles - e.g., secretarial for women and heavy labor for blacks. The primary aim of organizations in the first generation is to comply with government regulations; there is little attempt to manage male/female or minority/white dynamics.

## **FIRST GENERATION ISSUES**

1. ***Focus on numbers.*** Numbers are the primary indicator used to determine whether additional organizational effort is needed.

- The heaviest emphasis is on recruiting and on initial promotion of minorities and/or women from first level to second level.
- Numerical goals tend to be based on the government's minimal standards rather than considering the "**critical mass**" which may be needed to normalize the participation of women and minorities in any particular organization. There is often a collective "sigh of relief" from the top management of an organization that is on target with regard to reaching numerical goals.
- Interpretation of numbers does not necessarily point toward organizational change. For example, high turnover among women and minorities is treated as an individual problem ("[We need to hire better qualified women/minorities](#)") rather than an organizational problem ("[We lost two women managers out of four - does the organization need to change to improve this?](#)").
- Focus on numbers is often accompanied by rather superficial and/or short-term planning. For example, an organization may look at its needs for second-level minority managers in 1982, but not set up specific plans for getting there or identify the conditions and actions necessary to achieve the goals.
- The numbers focus leads to fears and suspicions of reverse discrimination and potential charges and suits. For example, white employees who believe that meeting numerical goals for minority employees is the organization's only concern are likely to believe that the organization will hire or promote any minority person just to meet the goal.

2. ***Crisis orientation.*** Male/female or minority/white problems must be **overt, visible, and serious** in their implications before the organization is stimulated to act. An absence of such crises leads to a "**why do anything?**" syndrome, which is usually reinforced by the "**numbers**" orientation. The compliance/legal focus gauges need-for-action solely by the active crises or the suits and charges in process; "[If we aren't getting EEO charges or open confrontations, we must be in an acceptable position.](#)" The organization's position is clearly reactive rather than proactive.

3. **Resistance to proactivity.** There is a fear that proactivity will cause problems; to look at the problems will create (more, worse) problems. This situation is exacerbated if there is an unsupportive, skeptical organizational hierarchy to whom it is difficult to explain proactivity.

4. **Social issues.** Problems may stem from unfamiliar relationships both inside and outside the office or plant. These new issues may include (a) housing for minorities in previously all-white neighborhoods; (b) tensions arising when men and women travel together on business; (c) accommodations in hotels and restaurants; (d) men and women, whites and minorities working together on irregular shifts where social needs are largely met in the work setting; (e) black managers' involvement in controversial community matters.

5. **Racial and sexual hostility.** Hostility of men toward women and of whites toward minorities is evident in racial slurs, sexual jokes, and open labeling or discounting. These incidents are not viewed by their perpetrators as racism or sexism. In fact, hostility is denied: **"I didn't mean anything by that."**

6. **Trust.** Unfamiliarity and newness of work relationships between whites and minorities, and between men and managerial level women, produce doubt and mistrust. For example, black managers perceive that they are being watched and tested by both management and black non-management employees as to where their **"real"** loyalties are.

7. **Technical competence.** There is skepticism concerning the ability of minorities and women to succeed in some (if not all) types of positions or jobs. This is frequently the result of a deficit model applied to women and minority employees: women and minorities are assumed to be less capable than white males unless proved otherwise, and there is a feeling of surprise when a woman or minority person does in fact succeed.

Also, black schools are not viewed as **"good enough"** preparation for certain positions. One result of these attitudes is that women and minorities tend to be retained in staff or support jobs longer than equally qualified white men before being given a line assignment. Another result is the creation of negative self-fulfilling prophecies.

8. **Upward mobility.** The lack of women and minorities at upper levels of the organization and the effects of the deficit model operate to impose a perceived ceiling on their movement. White males are concerned that standards not be lowered for women and minorities. Little attention is given to the long-range utilization of women and minorities, with the result that they do not perceive much future for themselves beyond the second level.

9. **Evaluation.** In both hiring and performance appraisal situations, white male managers demonstrate and often admit to - an inability to recognize and assess the real potential of minority and women employees. White male managers usually see groupings of minorities or women, as opposed to seeing a range of individuals with different skills, styles, and capabilities. This often results in poor or nonexistent performance feedback for women and minorities, or evaluation against purely subjective and varying criteria.

10. ***Involvement and accountability.*** White males feel that the Personnel Department is responsible for Affirmative Action issues. In addition, Affirmative Action is not seen as a legitimate area for demonstration of managerial competence and potential. There is a mistrust or discounting of the motivation of white male managers involved in Affirmative Action ("**I didn't know he was that liberal**" or "**What personal issues is he trying to push?**"). The organization does not evaluate managers on the basis of their Affirmative Action performance. As a result of this combination of lack of rewards and performance standards plus some personal liabilities, white males do not identify their self-interest in Affirmative Action. Affirmative Action is extra-curricular for them.

11. ***Dual roles.*** There is an expectation that black managers and women managers are all experts on Affirmative Action and that members of other minority groups are experts on their particular group. They are expected to educate others on the issues, provide a ready source of information, and serve as a pipeline to others. This dual role is typically not recognized as an additional job demand on women and minorities, an extra role that white male managers do not have.

12. ***Fear of backlash.*** There is a pronounced fear of white male backlash. There is some justification for this: first, the focus on numbers creates a feeling that standards may be lowered and that minorities or women may be given unfair advantage because of their race or sex. Second, racial and gender problems are defined in the organization as "**we-they**" problems rather than "**our**" collective problems ("**If Affirmative Action means that they are benefiting at my expense, then I will be resistant**"). The fear of adverse reaction if offered at every step as a reason for not making a change toward greater equality of opportunity. Rather than confronting and managing the resistance to change, the organization slows down or stops Affirmative Action planning. "**How fast can we go?**" is a major concern.

13. ***Organizational legitimacy.*** White male managers do not seriously believe that minorities and women constitute legitimate professional peers or competition for promotion. It is common to hear that women or minorities "**have only made it because of Affirmative Action**" or "**wouldn't even be here if it weren't for the government.**" This attitude is reflected in assignments, performance appraisals, and the seriousness with which recommendations or reports from women and minorities are regarded. Because they are not taken seriously, minorities and women do not receive the information and support they need to carry out their responsibilities.

14. ***Sex and colorblindness.*** One tendency is to deny that race and gender have anything to do with specific performance or interpersonal problems. Such inadequate problem definition results in poor solutions and in failure to take necessary action. For example:

- When a black manager moves to a new plant in a white community, the organization ignores the potential effects on that manager's ability to find housing and takes no steps to head the problem off.
- Resistance to a woman manager's authority is not taken into account in her performance reviews -even though she may be in charge of a crew that has never before had a woman manager.

15. ***Sex and color exaggeration.*** At the other extreme, race and gender are exaggerated as factors contributing to performance or interpersonal problems. For example, a conflict between a black employee and a white employee is viewed as solely caused by race, and other possible contributing factors are ignored. With such a narrow focus, the organization may fail to recognize general problems - such as inadequate training or career development programs - that affect others in the work force as well as the minorities and women.

16. ***Isolation of Affirmative Action.*** Affirmative Action is not a key focus area in organization-wide long-range planning and is not considered as an aspect of organizational development. As a result, Affirmative Action does not become as integral part of overall organizational goals and its potential as an agent for organizational change is not recognized.

## ***The Second Generation of Affirmative Action***

By the time an organization moves from the first generation of Affirmative Action to the second, it is usually meeting most of its numerical goals with regard to hiring women and minorities and is beginning to move away from a focus on compliance toward a focus on making the most of the heterogeneous nature of the organization. This does not mean that all of the first-generation problems are solved; many remain, although in subtler and/or more complex form. Others have been essentially resolved, but their resolution has given rise to new issues.

### **SECOND-GENERATION ISSUES**

1. ***Critical mass.*** The organization begins to consider how many women and minorities are needed at various levels to (1) provide a sufficient base of support, (2) offer a variety of role models and achievement patterns, (3) provide adequate articulation of Affirmative Action issues, and (4) ensure individualization (for example, having enough black managers in the organization so that the fact that a manager is black is not the primary focus or dominant factor in work relationships). Plans are designed for achieving critical mass at different levels and in different sections of the organization.

2. ***"Racism and sexism are dead."*** A prevalent assumption is that Affirmative Action problems are solved: **"We've been cured and we're beyond that now."** This attitude leads to complacency and inaction. In actuality, institutional and individual expressions of racism and sexism have not disappeared but are taking less overt and hostile forms. Anxiety is still present, though it is likely to be denied.

3. ***Residual stereotypes.*** White males are moving away from the **"deficit model"** orientation; they are better to perceive a range of minorities and women rather than seeing all minorities as a group or all women as a group. In some situations, however, stereotypes and negative assumptions still prevail. They usually take a more subtle form than in the first generation - for example, doubting whether most minorities or women can succeed rather than expecting them to fail. Such attitudes are still capable of activating negative self-fulfilling prophecies.

4. ***Retention and career development.*** The organization is beginning to recognize that different things have happened to minorities and women, because of their race or sex, that have affected their career development. Once these issues are acknowledged, the organization must direct its problem-solving efforts toward minimizing the differential consequences. There is increasing concern about retaining high performing minorities and women and about developing them **"fast enough,"** which replaces the first-generation concern over **"whether we can hire enough who are qualified."**

5. ***Career disillusionment.*** Minorities and women feel increasing uncertainty and pessimism about their careers. At each level they find they have to deal with the same pressures to **"prove themselves"** that they faced at previous levels; they experience less power related to their roles than is available to white males; and they perceive ceilings on their advancement. As their disillusionment with the organization becomes evident, they are viewed as less motivated and less loyal, and their advancement becomes further threatened.



6. **Implementing accountability.** It has become clear that Affirmative Action and the management of a diverse work force need to be "**part of the job**" and not an extracurricular activity for managers. It is recognized that white male managers' lack of ability to manage minorities and women can be viewed as managerial incompetence rather than a failure on the part of minorities and women to adapt to the organization. The issue now is how to ensure that inability or unwillingness to function effectively in a multicultural environment has negative career implications (as has inability to manage any other significant part of the business) and that multicultural management is a legitimate area for demonstrating competence and career potential (as are other key areas of the business).

7. **Role of white male managers.** White males in management have many questions regarding their role in Affirmative Action, for example: How do I become a leader in Affirmative Action? How do I deal with the pressures from my own peers when I become proactive in Affirmative Action? Will I really be evaluated on the basis of how I deal with minorities as well as on how I carry out other responsibilities? How will this affect my future? What do racism and sexism cost me?

8. **New backlash issues.** As people experience changes in the organizational makeup, white males perceive threats to their own effectiveness and to their careers. Some feel that certain Affirmative Action programs give women and/or minorities an "**unfair advantage.**" Thus, white males have begun to constitute an interest group whose needs must be considered. The organization becomes sensitive to actual or potential accusations of reverse discrimination.

9. **Legitimate discussion of racial and gender issues.** Racial and gender issues now have a legitimate place in boss-subordinate and other business discussions, but employees show differing skills and levels of comfort as they work in these areas. Although it is recognized that race and sex are potential contributing factors in performance and interpersonal problems, and that they are legitimate topics for investigation and discussion, the responsibility for opening such discussion still rests primarily with the women and minorities.

10. **Constituency.** The dual role of minorities and women, which surfaced in the first generation, is now recognized; but as minorities and women reach managerial levels, their burden increases rather than disappearing. It is not possible for a woman manager to steer clear of woman/man issues or for a black manager to steer clear of woman/man issues or for a black manager to avoid involvement in minority/white issues. Minority and female managers must constantly determine the level of their involvement in these issues - both within and outside their immediate work area. For example, they may need to decide whether to join a task force on Affirmative Action or how to respond to a request for counseling a women or minority-group member in another part of the organization. In all of this, they are concerned with how they will be rewarded for their contributions in the area of Affirmative Action.

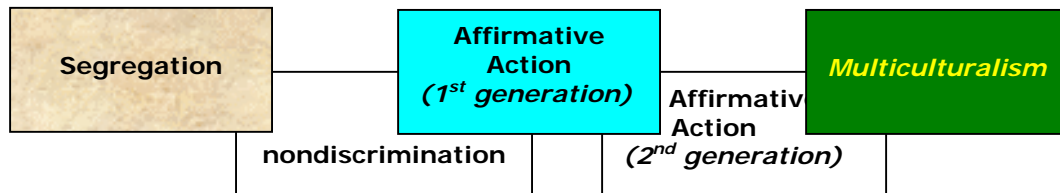
11. **Racism vs. sexism.** In the first generation, the way an organization dealt with racial issues was the model for the way it dealt with gender issues, or vice versa. In the second generation, "**dividing the pie**" becomes an issue: How much effort and resources should be devoted to solving racism issues, and how much to solving sexism issues? Has Affirmative Action progress been unbalanced in favor of minorities or of women? Thus the victims of racism and sexism are pitted against each other.

12. ***Affirmative Action and organizational development.*** Rather than being thought of as a separate and distinct area of concern, Affirmative Action begins to be recognized as a stimulant of organizational change that goes beyond increasing the membership and participation of blacks and women. For example:

- A program whose initial thrust was to deal with the problems relating to career and skill development programs, performance appraisal and feedback, communications, and decision making. Solving these problems requires additional planning and resources but results in beneficial change for white males as well as for minorities and women.
- An organization that has successfully implemented Affirmative Action programs finds itself in a much better position to deal with change of any sort. Learnings and skills are adaptable to other issues, such as major organizational changes, union-management relationships, selection and development of managers for both domestic and international assignments, and problems of older employees.

## SUMMARY

### *Affirmative Action: First and Second Generations*



The above diagram illustrates the progression of organizations from the stage of segregation to that of multiculturalism. The two generations of Affirmative Action are distinguished by the issues that prevail during each generation:

#### *First Generation*

- focus on numbers
- crisis orientation
- resistance to proactivity
- social issues
- racial & sexual hostility
- trust
- technical competence
- evaluation
- upward mobility
- involvement & accountability
- dual roles
- fear of backlash
- organizational legitimacy
- sex & color blindness
- sex & color exaggeration
- isolation of Affirmative Action

#### *Second Generation*

- critical mass
- "racism & sexism are dead"
- residual stereotypes
- retention & career
- development career
- disillusionment
- implementing
- accountability role of white
- male managers new
- backlash issues
- legitimate discussion of
- racial & sexual issues
- constituency
- racism vs. sexism
- Affirmative Action and
- organizational development

# *Principles for Design and Development of Multicultural Organizations*

An organization that has reached the second generation of Affirmative Action has a diverse work force that is, its employees differ in race, sex and ethnic background. Most organizations today have or soon will have diverse work forces; it is no longer acceptable, feasible, or economically productive to start up or perpetuate an organization with an all-white/all-male work force and culture.

## **ORGANIZATIONAL CRITERIA**

An organization that operates effectively in utilizing its diverse work force can be described as a multicultural organization. A diverse work force does not in itself constitute a multicultural organization, for a true multicultural organization has several other distinguishing characteristics: \*

- It actively seeks to capitalize on the advantages of its diversity-rather than attempting to stifle or ignore the diversity - and to minimize the barriers that can develop as a result of people having different backgrounds, attitudes, values, behavior styles, and concerns.
- Organizational resources (key jobs, income, perquisites, access to information, etc.) are distributed equitably and are not determined or affected by cultural characteristics such as race or sex.
- The ability to influence decisions and the way they are carried out is shared widely, not differentially by cultural characteristics.
- The organizational culture (assumptions about people and groups, take-it-for-granted norms, the way work gets done) is pluralistic in that it recognizes and appreciates diversity; it acknowledges both the need for **"being the same"** in some ways to work together effectively and the need for **"being different"** in some ways to recognize individual and group interests, concerns, and backgrounds.
- Institutional policies, practices, and procedures are flexible and responsive to the needs of all employees.

Multicultural status is the goal toward which organizations are striving as they move through the first and second generations of Affirmative Action. A true multicultural organization is achieved by applying the following principles:

*'Based on concepts developed by Dr. Robert W Terry*

1. **Heterogeneity.** We live in a culturally pluralistic society and the organization's employees are products of that society. All groups making up the organization must be seen as integral parts of it, rather than **"extra groups"** that have been added on. Diversity must be recognized and managed, rather than ignored, and must be viewed as providing opportunities to be utilized rather than headaches to be tolerated or avoided.

2. ***People as individuals and as group members.*** Every person is an individual with a unique set of strengths, weaknesses, and needs. To deal with each other on the basis of accurate information, we must be able to perceive others in the work force as a range of individuals rather than as groups distinguished by race, sex, or other characteristics; to avoid making sweeping (usually negative) generalizations and assumptions about the abilities and personality traits of others; and to take advantage of the special skills and abilities that each person contributes.

At the same time, the race, sex, and other groups to which individuals belong often affect their experiences, other people's expectations of them, the way they are dealt with, the pressure on them, and their job performance. Therefore, in order to take advantage of the diversity of viewing individuals as unique and also recognizing the effects of cultural background on work effectiveness. Support groups (such as black managers' groups, women managers' groups, or white male managers' groups) may be helpful in enabling the organization to develop the second focus. Such groups provide opportunities for individuals to share experiences, identify norms and patterns, develop skills for dealing with their situations, and re-examine areas that may need to be changed.

3. ***Shared responsibility.*** Maintaining the effectiveness of the multicultural organization is a responsibility shared by everyone in the organization. All employees must be actively involved in a continuing review and refinement of organizational norms, climate, practices, and patterns of behavior so that they will be supportive of the goals of a multicultural organization. White males must be proactive, not relying solely on women and minorities to define issues and problem areas.

Shared responsibility also has implications for behavioral change. For example, as women participate in management, both men and women will be required to make some changes - i.e., some women may need to develop new outlooks on career building and leadership, while men may need to develop the ability to deal with women in professional, business roles. Pressure to make such changes is not placed disproportionately on women or minorities within the organization.

The principle of shared responsibility requires that the organization formally declare that no groups will be victimized or left out, and that addressing the needs felt by some sub-group will strengthen the entire organization.

4. ***Deliberate, planned change.*** Building an effective multicultural organization is an effort that must be planned and managed in much the same manner as any other major aspect of the business. It will not "**just happen**" without management attention and resources. Aspects of this principle include the following:

- (a) A new production module or department, progressing through startup to normal operations, does not do so in "**one great leap**," but in a series of smaller steps. Similarly, an organization cannot move from all-white/all male work force to diverse work force to multicultural organization in one jump. Instead, there will be separate phases in the development process, each of which must be analyzed, planned, and managed in order to move on successfully to the next phase.

(b) Just as equipment requires periodic preventive maintenance, a multicultural organization requires periodic reviews involving the entire social system and its progress in becoming multicultural. Such maintenance is necessary to keep the system on track toward its goals, to continually refine objectives, and to keep goal-directed energy at a level sufficient to produce results.

(c) The information needed to accomplish (a) and (b) above must be complete and accurate in order to measure progress and identify needs for corrective action. This requires that methods and systems be designed and used to collect and analyze information about the functioning of the organization.

(d) Commitment of resources (time, money, people) must accompany the planning of the changes. Without resources, the work needed to move the organization ahead will not get done. Further, people often "**read**" the level of importance accorded a project by the type and level of resources devoted to it.

5. **Problem definition.** To make work force diversity a positive asset in the organization, the viewpoint used to look at problems is important. The approach to the problem determines the range of available actions or solutions, the extent to which the organization's problem-solving capability can be used, and the extent to which problems can be turned into opportunities. Problems that arise as a result of workforce diversity need to be defined as organizational and management problems rather than women's problems or minorities' problems; as business problems, not protest group issues to be settled outside the organization; as "**our**" collective problems, not "**we vs. they**" problems; and as opportunities for strengthening the social system of the organization, not as irritants to be ignored or addressed with minimal efforts until they explode.

Problem definition is a critical factor in the relationship of the organization to its women and minority employees. For example, failing to pay attention to problems that particularly affect black managers increases the personal load on those managers and may build a perception that the organization does not value their contribution or continued participation. It may build a sense that they are "**outsiders**" and cause reduced commitment to the organization and its goals.

6. **Problem analysis.** In a multicultural organization, people must be able to analyze performance or interpersonal problems in terms of *both* cultural factors and other types of factors. That is, people and the organization as a whole must avoid both sex/color blindness and sex/color exaggeration. This requires increased penetration of problems before action is taken.

7. **Self-interest.** The organization must define how being multicultural helps it meet its business and quality-of-work-life objectives and goals. What problems does it help the organization solve or avoid? What opportunities does it present that may be capitalized upon? A primary function of leadership is to enable employees to understand how and why the movement toward multiculturalism is important to the organization, and to identify with their roles and responsibilities in making it happen.

8. **Accountability.** Accountability means being responsible for achieving results, for making things happen. Managers in a multicultural organization must be held accountable for initiating, directing, and controlling the processes that help to make individuals and groups

effective in achieving multicultural goals and objectives. All members of the organization must be clearly accountable for:

- (a) understanding the nature of multicultural organizations,
- (b) contributing to the implementation, effectiveness, and maintenance of the organization as a multicultural system, and
- (c) adjusting their personal behaviors and skills to meet the requirements for working effectively in a multicultural environment.

## **MANAGEMENT CRITERIA**

The success of managers in a multicultural organization - which operates on the basis of the above principles - is tied to their ability to achieve results. Certain characteristics are shared by managers who are effective in a multicultural organization, and these characteristics must be considered in assignment decisions, performance evaluation, salary reviews, developmental and training opportunities, and career planning.

### **An effective multicultural manager:**

Actively seeks to learn from his/her and others' experiences and to improve as a manager in a multicultural organization.

- Has established a personal perspective on multicultural management, viewing it as a challenge, an opportunity, and something to be mastered rather than as a set of problems.
- Is sensitive to and knowledgeable about the issues that commonly arise in diverse work forces; takes initiative in averting potential problems and solving existing ones.
- Has a high capacity for examination of thoughts, feelings, attitudes, and beliefs about race, sex, or people who are different on any cultural dimension; actively examines personally held assumptions, taking care not to view differences among people as indications that some of those people are inferior or strange; always works to understand and help others understand the impact of such assumptions on individual's job performance and overall organizational results.
- Seeks to place perceptions and discussions of race, sex, and other factors into a rational framework by seeking out facts and substituting factual information for myths and stereotypes.
- Establishes discussions of race, sex, and other cultural factors as legitimate aspects of problem analysis, decision making, and other areas of organizational life.
- Seeks out skills, traits, and characteristics that may be unrecognized or undervalued and finds ways to convert these new potentials into higher productivity and contributions. This involves a willingness to commit time and energy to assessing needs and capitalizing on opportunities.

## ***Conclusion***

Application of the principles of multicultural organizations and of multicultural management helps to release the creative energies of all employees (managers and non-managers). This enables them to concentrate on achieving the goals of their organization in a multicultural environment, rather than having to get the work done and goals achieved *despite* organizational hindrances resulting from work force diversity.

An organization that fails to manage itself multiculturally when its work force and environment have already become culturally diverse runs certain serious risks:

### **1. *Creation of unnecessary problems***

- (a) Use of third-party problem-solving mechanisms by individual or group that feels victimized.
- (b) An unsupportive or hostile work climate.
- (c) Dissatisfaction of some groups with Company actions that are perceived as giving unfair advantage to other groups.
- (d) Communications barriers and gaps.

### **2. *Missed opportunities and unused potential***

- (a) Wasted human resources and energy.
- (b) Overreliance on conformity and tradition, to the detriment of deliberate change for improvement in technical as well as human relations areas.
- (c) Reduced levels of goal achievement and efficiency due to attention and energy being directed elsewhere.
- (d) Decreased identification of employees with the organization and its goals.
- (e) Failure to recognize contributions and people's ability to contribute.
- (f) A less dynamic, flexible, and adaptive organization.

The principles developed in this document can help organizations maximize the opportunities and potential of their work force.