

And we need to learn to learn to live with, and capitalize on, the diversity in our organizations.

Impending demographic changes require us to address the issue of diversity. In "Workforce 2020", the Hudson Institute outlined demographic changes including the significant increase in minorities entering the workforce. The U.S. Dept of Labor echoed these predictions and went on to say that "By 2050, the U.S. population is expected to increase by 50 percent and minority groups will make up nearly half the population." ¹ The National Academy of Public Administration in its "Civilian Workforce 2020" says that although "The diversity of the Navy's civilian workforce has remained reasonably stable (during recent downsizing)...the labor market is become increasingly diverse." ² Closer to home, a recent article in the Honolulu Advertiser carried the banner headline "Hawai'i's racial, ethnical diversity unrivaled in U.S." and carried an opening paragraph reading simply "With Hawai'i leading the way, American is becoming a more racially and ethnically diverse nation." ³ Simply put, this emerging trend is accelerating and, if recognized and capitalized on, will improve the efficiency and effectiveness of businesses while simultaneously improving the quality of life for employees.

This paper begins with a historical perspective, the legal and political foundation of diversity, including Presidential quotes (Kennedy, Clinton, Bush) and then proceeds to a look at the differences between the mandatory, reactive equal employment and affirmative action programs and the voluntary, proactive elements of a diversity initiative. It continues to a retrospective of Academy leanings that can be woven together as practical applications in the quest to make diversity our strength.

In the final section, we take a whirlwind tour through a number of contemporary "business books" that relate to diversity, its use, application, and impact on productivity and efficiency. We will see that, while each crayon on its own is pretty, taken together they present a rainbow of colors more beautiful than any single color alone. Or, to use another analogy - a tossed salad made simply of one kind of lettuce is quite boring. But mix up the kinds of lettuce and throw in some tomatoes, celery, onions, olives, cheese - and you have a truly wonderful tossed salad - greater than the sum of the parts and yet with each individual item retaining (contributing) that which makes it unique - its own "personality."

The conclusion offers some practical advice and exercises aimed at helping bridge the "knowing-doing gap". It discusses the phenomenon of "diversity resistance" and offers some reflective questions and concludes that if you find you don't like someone very much, you must "get to know him better. "

Diversity – A Historical Perspective

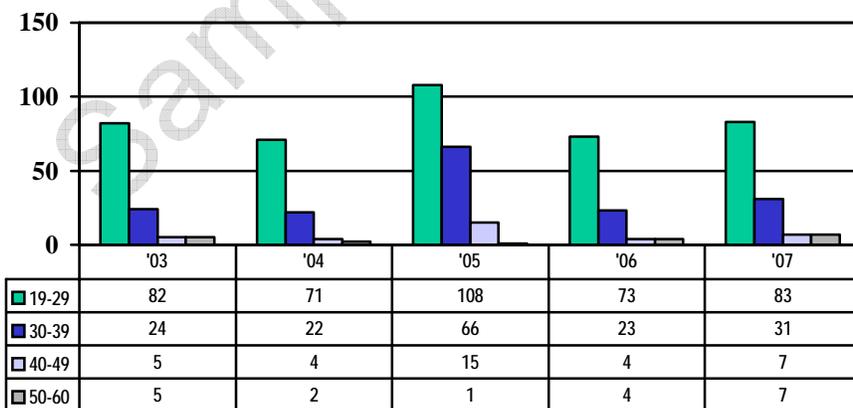
A (relatively) recent history of diversity begins with **Executive Order 8802**, signed by Franklin D. Roosevelt on June 25, 1941, which started with “WHEREAS it is the policy of the United States to encourage full participation in the national defense program by all citizens of the United States regardless of race, creed, color, or national origin...” and continued, “...I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government...” and to “...provide for the full and equitable participation of all workers...”⁴ While it may be argued that this EO anticipated our entry into World War II and an attendant need for every able-bodied worker available, it is, nonetheless, a starting point for our look at integration, acceptance, and benefits of employing people of diverse backgrounds.

In 1963 (June 10th), at the commencement address given to the American University in Washington DC, as the era of detente was ushered in, John F. Kennedy talked of world peace – “genuine peace, the kind of peace that makes life on earth worth living, the kind that enables men and nations to grow and to hope and to build a better life for their children--not merely peace for Americans but peace for all men and women--not merely peace in our time but peace for all time”. President Kennedy went on to entreat his audience not to be blind to our differences, but to focus on common interests. Concluding that “...if we cannot end now our differences, at least we can help make the world safe for diversity.” Thus began a quest for equal treatment and a respect for diversity.

The **Equal Pay Act of 1963**, part of the Fair Labor Standards Act of 1938 (as amended), prohibits sex-based wage discrimination between men and women in the same establishment performing similar working work.⁴ Forty years later, we find that while women’s hourly pay “nearly matches men’s”, “women’s annual salaries still lag.”⁵

The **Civil Rights Act of 1964**, the major federal statute that prohibits discrimination in employment, states that employers may not refuse to hire, may not terminate... or in any other way discriminate with regard to compensation, terms, conditions, or privilege of employment on the basis of race, color, gender, religion, or national origin.⁴

Three years later, the **Age Discrimination in Employment Act of 1967** added similar workplace protections to those 40 years and older.⁴ This is especially relevant to the Pearl Harbor Naval Shipyard, whose Apprenticeship Program has been set forth as a “best practice”, as there are provisions in the Act that state it is generally unlawful for apprenticeship programs, including joint labor-management apprenticeship



programs, to discriminate on the basis of an individual's age. Metrics related to the Shipyard's apprentice program show the average age of the Classes of '03 through '07 ranges from 27 years ('07) to 35 years ('04). Refer to table at left for specific figures and note the chronological diversity.

The **Rehabilitation Act of 1973** further expanded coverage to prohibit discrimination based on

disability and required employers to make “reasonable accommodations” to challenged individuals while the **Americans with Disabilities Act of 1990** prohibits employment discrimination against qualified individuals with disabilities. ⁴ (Of note, copious lawsuits have been filed regarding non-compliance with the ADA. Originally aimed at big businesses, they are now “going after small business”. The “explosion of lawsuits makes business owners resentful of the ADA and reluctant to comply.”) ⁶

William J Clinton opined “Quality and diversity can go hand in hand – and they must.” and in a Town Meeting in Akron, Ohio (Dec 3, 1997) expressed a sensitivity to semantics in saying that he didn’t like it “when people say we ought to tolerate our differences – I don’t buy that. I think we ought to respect and celebrate our differences.” ⁷

More recently, on July 26, 2002, on the 12th anniversary of the ADA, President Bush confirmed that “The ADA has given greater hope and dignity to countless Americans” yet acknowledged that “...our work is not complete. Too many individuals still find it difficult to pursue an education, or own a home, or hold a job. We must continue to remove the artificial barriers to achievement that remain.” The President went on to explain a current effort, the **Freedom Initiative**, that represents an effort to continue on the hopeful path of the ADA by giving people with disabilities increased access to new technologies for independent living, greater educational opportunities, better access to the workplace and community life.

The Computer Accommodation Program, CAP, a Department of Defense initiative embodies these principles . It provides “real solutions for real needs”, ensuring those with disabilities have equal access to information and opportunities in the Federal Government. CAP works with agencies to “ensure inclusion and productivity”, doing so via Executive Orders.

Diversity – EEO, AA...it’s all the same...or is it?

The legal and political framework outlined in the Historical perspective above, laid the groundwork for where we are today. While it is tempting to consider equal employment, affirmative action, and diversity as nothing more than different “buzzwords” for the same idea, a closer look will show that it is not the case.

The comparative table (right) describes the significant differences.

Diversity may best be described as a cultural blend, a conceptual model, that takes advantage of everyone’s differences. It makes a quantum leap beyond the laws, rules, and regulations of traditional equal employment opportunity

EEO / AA	Diversity
Reactive	Proactive
Mandatory	Voluntary
Legal, social, moral justification	Productivity, efficiency, quality
Focuses on race, gender, ethnicity	Looks at all elements including experiences, education, how we express ourselves, body language, etc
Changes the mix of people	Changes the systems and operations
Has perception of preference	Perception of equality
Short term / limited	Long term / ongoing
Based on assimilation	Based
Attains a diverse workforce	Maintains a diverse workforce
Looks at discriminatory behavior	Looks at employee perceptions of fairness

programs. It reaches past the attempts by affirmative action programs to react to past imbalances, to correct under-representations that establish quotas and goals. Taken together, EEO and AA will get you past barriers that traditionally excluded groups but will not get you, as an individual, included. Exclusion is a group phenomenon while inclusion relates to individuals. ⁸

R. Roosevelt Thomas from the National Institute of Health, in discussing the NIH diversity movement, says “Managing diversity is the process of creating and maintaining an environment that enables all participants to contribute to their full potential in pursuit of organization objectives.”⁹ Diversity seeks to transcend the traditional EEO/AA protocols to change the belief patterns that impose subtle, unintentional barriers to employment and advancement. The challenge is to do this amidst a belief that is already being done.

America has long been touted as the “melting pot”. And perhaps it is. Look at the second generation who was brought up not to speak anything but English outside the home. Or third generations who likely did NOT attend language school. As a diversity model, the “melting pot” analogy negates the benefits of differences, it eliminates differences and make culture a liability rather than an asset. In essence, you have to meld in to be included. In this melting pot model, we talk about inclusion without ever having addressed exclusion. Related metrics, currently in vogue include representational numbers which measure the progress of eliminating exclusion (group). Concurrently, “profiling” tries to argue individual (inclusion) attributes from an exclusionary perspective (groups). Progress? Hardly. Even the Civil Rights Act, nearly forty years ago, addressed groups. We must move past that and see people as individuals.

Current diversity initiatives are moving in that direction. Conventional literature distinguishes between two prongs of diversity: employment and advancement – undeniably individual issues. Employment efforts concentrate on recruitment efforts – often looking at *where* we recruit and for what types of programs. The second prong, advancement, considers training opportunities such as upward mobility programs and emphasizes learning and development.

VADM Gerry Hoewing, the Chief of Naval Personnel recently “redefined” diversity to refer to the collection of individual qualities that reflect a person’s fundamental nature and contribute to his/her effectiveness to include race, gender, ethnicity, religion, culture, talents, age, creativity and socio-economic background. VAM Hoewing went on to acknowledge that diversity is not just another word for equal opportunity. Rather, in today’s environment, it is about much, much more. “It needs to be about the incredible power of the new and different ideas that come naturally from the attributes our people bring with them from society.”¹⁰ Diversity, then, encompasses all the ways people differ from one another. Unleashing this power, recognizing that “Our diversity is our strength”¹¹ requires that we move past simply changing our vocabulary to changing our behaviors. We need to recognize and capitalize on these differences to have a positive impact on productivity, efficiency, effectiveness, and quality of work and work life. We need to “create a work environment that promotes and encourages the full use of the ideas, talents, experiences, and perspectives of each member of our diverse workforce.”¹²

It is important to note that diversity initiatives, different than EEO efforts that focus on legal rights and responsibilities, must be directed more at “softer” subjects like communication, coaching, mentoring, dispute resolution, and organizational culture. Tools to accomplish these were presented through out the Pacific Leadership Academy. The following section provides a refresher of these ideas and tools.

Diversity and the Academy

The first item on the President’s Management Agenda is the “Strategic Management of Human Capital.” This element stresses the need to “promote a culture of achievement throughout the Federal Government.” The underlying initiatives include making better use of recruitment flexibilities to attract and

develop talent and leadership.¹³ Recognizing and capitalizing on diversity is a critical component of this initiative. This initiative also recognizes the impending retirement and, by extension, the need to work with a very divergent group that encompasses several generations. Much has been written about generational differences as they related to everything from method of recruitment (job fairs, internet, etc) to the significant impact on recognition and reward systems. Not every employee is "coin operated", not all are expecting to make minimal job changes throughout their working lives, and loyalty, dedication and job satisfaction are defined differently by different groups. Recognizing and working with these differences will likely have a tremendous impact on the level of success of the Human Capital Initiative.

Fortunately, Academy students and alumni are well equipped to deal with the issue of diversity, to move beyond tolerating to celebrating differences. A quick trip through the three "Senior Leader" weeks show just how consistently, albeit discretely, the thread of diversity was interwoven throughout the presentations.

During week #1, "Leading People", Dr Walt Childress talked about "Contemporary Leaders for Chaotic Times." That discussion included a differentiation between managers and leaders with the former dealing with work, and the latter dealing with people. Dealing with people in contemporary work settings, by necessity, means "dealing with", or perhaps better said "capitalizing on" their valuable differences. As discussed above, work of the Hudson Institute, the NAPA, and current demographic data all support the fact that we are dealing with more and more diverse workforces.

Doug Krug, in talking about "Leading Change without Resistance" directly addresses using diverse traits to a leader's advantage. Given that diversity includes all the elements that make us unique and that may translate into some people being more negative (perhaps based on their experiences) than others, Mr. Krug would have you put those "nay-sayers" in charge of figuring out what could go wrong with a particular idea or change. Use that diversity, that "negativism", to help anticipate and thereby minimize resistance.

Annie McKee and "Emotional Intelligence" talked about self awareness being the foundation of leadership competency. She said we need to focus on what we do well; in essence, reinforcing the notice of capitalizing on our differences and our diverse talents.

Finally, Jim Bagnola's "Leading is Everybody's Business" talked about managing being a position-to-position exercise while leading is a person-to-person experience. That person-to-person interaction, by its very nature, involves diversity.

Week #2, "Leading Organizations", which specifically included "diversity" as an addressed competency, began with a look at our individual Myers-Briggs Type Indicators (Pam Wilhelms). This instrument, by its very design, seeks to describe personality types, clearly an element related to diversity. In considering individual preference for extroversion / introversion, for sensing/intuition, as thinkers/feelers, or being prone to judging /perceiving, one is acknowledging individual differences and, if used to the organization's advantage, will help us to use each of these diverse preferences at the right time, for the right reason.

Mr. Allen Fafden introduced us to the "Team Dimension Profile" (1995 by Inscape Publishing Inc) in "How to Neutralize Idea Killers and Implement Killer Ideas",. This instrument looks at patterns and roles and plots team members along four dimensions of creator / advance / refiner / executor / flexor (roles) and four preferred approaches (spontaneous / normative / methodical / conceptual. By looking at individual preferences for these roles and approaches, we can best utilize the diverse talents of each member of a

group. Of special note in this is the need to know when to use each role and what roles to keep separated for maximum efficiency. Knowledge gained from the Team Dimension Profile can be used in a variety of setting from small, short term process improvement teams to larger, long term project management teams. And, again, it is all based on capitalizing on the diverse talents of the individuals.

Interestingly, application of this profile was my second IAP and the results are still being used by the supervisor of the group who filled out the profiles. Even more surprising, perhaps, is listening in as coworkers recognize the "preferred roles" of team mates and adjust assignments and tasking to be best fits. In the end, recognizing this diversity and using it to the group's advantage has made for a much smoother operation which, I believe, is translating into increased efficiency.

Dr Phil Harkins' "Powerful Conversations" addressed communication and the need to be aware of your audience, their needs, and your style of communicating. Dr Harkins advises us to "check in" at the end of the conversation to ensure each participant got what they needed from the exchange.

During "Tools for Engagement" by Mr. Greg Zlevor, we were taught to be in tune with others by considering: what happened, how it made the person feel, what you learned from it, and what you are going to do next time.

Jim Bagnola's "Coaching" segment talked about "Turning Talent into Performance". Talents, as mentioned earlier, may be one of the more "controllable" aspects of our diversity. In using the seven (7) coaching behaviors, Mr. Bagnola suggest we look for opportunities to use the 7 "on-the-spot" coaching behaviors to improve performance. Selection of which is, again determined by the situation and will be different in different circumstance.

"Leading for Results", the third week, began with Dr Sheila Sheinberg's "Strategic Leadership". Dr. Sheinberg talked about, among many other things, the fact that changing organizations without losing people along the way involves communication and anticipating / responding to employees' emotional needs – something that cannot be done without recognizing individual needs which, again, involves individuals and furnishes another thread in the tapestry of diversity.

Dr Walt Childress returned for "Vision, Values, and Vital Strategies" and emphasized that we must "align task with talent NOT with title" as is so often done. Talent – a vital component of diversity.

Ms Jill Hansen discussed "Organizational Performance" and "performance management" and tied them into competencies. Competencies are partially driven by education and experience – two of the more recent addition to the diversity puzzle.

Mr. James Thurber provided insight to "Congress and the Political Environment" and talked about the major stakeholders in policy subsystems. While application may be at a more macro level, this, too, involves recognizing different stakeholders (diversity recognized) and working with those. Especially when applied to special interest groups, diversity plays a major part.

Finally, Ms Sharon Senecal closed the session with "Entrepreneurship" - selling your ideas to get results. Ms. Senecal talked about collaboration (within and across boundaries) in which one must find the common ground with a wide range of stakeholders. This, in essence, brings us full circle in diversity – recognizing the ways we are different *like* each other.

Diversity – Our Strength

Being sensitive / aware of others takes different forms and is described in various way. Stephen Covey in 7 Habits of Highly Effective People says that we must seek first to understand then to be understood. In Crucial Conversations the authors call it “exploring others’ paths”.¹⁴ Phil Harkins calls it getting to Click!.¹⁵ and we are cautioned that “If we all pulled in one direction, the world would keel over.” going on to say that “differences can create a special kind of completeness”¹⁶

Dr. Carol Gallagher, in presenting strategies for success of high level minority women states that systemic changes need to occur. She says “A great deal of systemic and organizational change needs to occur in order for corporations to create a culture and environment that appreciate and reward a diversity of thoughts and behaviors.”¹⁷

In First, Break all the Rules, the authors talk about four keys of great managers including “focusing on strengths” and “finding the right fit”. Both concepts involve recognition of individual differences and making decisions based on those differences – decisions that benefit the individual as well as the organization.¹⁸ One need look no further than the title of the follow up (Now, Discover Your Strengths) to find an even more direct application of diversity concepts.¹⁹

The importance of “mindset” and the “human factor” over systems and processes is discussed in Enlightened Leadership. These are issues that, again, begin to delve into aspects of diversity – what make us unique as individuals and which must be understood and optimized for the benefit of individuals and organizations.²⁰

Herman Miller is explored as a model of a value based company that believes they must “become, for all who are involved, a place of realized potential.”²¹ Realizing one’s potential first involves analyzing where / who one is, based on a variety of characteristics from the standard group ones to the unique individual ones such as education and experience.

Leadership experts Warren Bennis and Robert Thomas explored generational diversity in Geek & Geezers in which they chronicle “defining moments”, transformational experiences (and, recall if you will, experiences are now considered in the more holistic approach to diversity) of individuals under 35 and over 70 years old. The authors contend that these “crucibles” significantly determine an individual’s ability to go on to successful leadership positions.²²

In what may first appear a contradiction, Hidden Value explores the idea that companies can achieve “extraordinary results with ordinary people”.. The authors postulate that it the *right organization* (as opposed to the *right people*) that determine success of a company. They explain that it is the cultures and systems of an organization that give rise to management practices that produce extraordinary results. While hiring and retaining talent is important, they expound the belief that the company that can create and make best use its talent is better off.²³ In describing specific ways in which successful companies hire for fit and then invest in their people, the authors explore the attention to differences and recognition of individual talents – cornerstones of diversity

Conclusion

It is unlikely, given all we’ve heard, and continue to hear about celebrating differences, about capitalizing on diversity, that any coach or leader could ignore the benefits of such an approach. As is true with all learning, however, it’s not training programs per se (or cultural events) that are going to offer the

answer to how to best maximum efficiency through diversity. Rather, the breakthrough will come when we have bridged the “knowing-doing gap”.²⁴ As Messrs. Pfeffer and Sutton explain in the book of the same name, bridging the knowing-doing gap is a hallmark of successful companies. Those that are “successful at turning knowledge into action” avoid the “smart talk trap.” And any diversity initiative is simply that, talk, until the knowledge is turned into action

Love ‘Em or Lose ‘Em offers some suggestions premised on the fact that you cannot respect and honor others unless you respect and celebrate the differences between people. The authors suggest that the first step in leveraging diversity is to take a “good look at your own beliefs.” Honestly assess how well you respect people who are different (and, remember, “different” is now defined from a holistic approach – everything about a person that makes them who they are). Can you honestly say you value what a particular individual brings to the team, to the organization? An exercise is presented in which you consider your attitude and prejudices along with leanings toward or away from people with different skin color, status, personality, age, education, height/weight, gender, lifestyle, accent, talents, etc.²⁵

Reflect on your responses and consider what you lean towards or away from – especially in the work setting. Move forward to learn about the differences among your employees and co-workers and then to appreciate and utilize individual strengths, styles and talents. You must decide to change and consciously practice fairness. Valuing differences does not necessary mean changing how you feel – it does mean, however, that you change how you behave. As Abraham Lincoln said, “I do not like this person. I must get to know him better.”

One need look no further than a practical application of the Team Dimension Profile and, even absent administering the Profile, to simply read through the roles and approaches to see that diversity is truly a business imperative – we need to assign tasks according to preferred roles and approaches. In the end, our employees will be more satisfied in that they are set up to succeed and are doing what they enjoy and the organization is more effective because we are aligning to talents not simply to tasks.

Straightforward, logical, common sense – so why doesn’t it happen automatically? Marvin Johnson (a dispute resolution professional) attributes it to “Diversity Resistance”,²⁶ a term he defines as “interference that precludes the harmonious assimilation of diversity into an organization.” He explains that diversity resistance is tough to point out as some people are able to see it while others cannot. He likens it an elephant in a room – in our face yet difficult to see. In other words, we see what we can see and don’t know what we don’t know.

Some characteristics of diversity resistance include: delaying consideration or implementation of diversity issues, resisting inclusion of people from diverse background, discrediting information provided by people with diverse backgrounds, and an unwillingness to acknowledge and recognize contributions of those from different

Psychologists describe this as “reactive devaluation” – when information offered by an opposing party is not considered as valuable or as accurate. In a diversity setting, this occurs when individuals devalue or ignore ideas exposed by those coming different experiential backgrounds or for those who are somehow perceived as “different”. Psychologists believe this resistance stems from the resisters’ imprints (unique life experiences) making it very difficult to acknowledge. Often, the resistive behavior must be brought to the attention of the resister. Without a minimal level of awareness on the part of the diversity resister, the pattern of behavior will continue.

Throughout this paper, numerous analogies have been used to describe diversity and to attempt to convey the benefit, the value, of recognizing, appreciating, and capitalizing on our differences. Would a rainbow of one color be as spectacular? Would a tossed salad of just Romaine lettuce be as appetizing? Would a symphony of just flutes be as moving? Could a football team of only quarterbacks succeed? Neither can we, as organizations, succeed without recognizing (and eliminating) resistive behavior and proceeding with a firm belief, backed up by our actions, to show that "Our Diversity is Our Strength."¹¹

Sample - Research Paper

References
(in order of appearance)

- 1 "Building and Maintaining a Diverse, High-Quality Workforce – A Guide for Federal Agencies", United States Office of Personnel Management, June 2000
- 2 "Civilian Workforce 2020 – Strategies for Modernizing Human Resources Management in the Department of the Navy", National Academy of Public Administration, August 18, 2000
- 3 Hurley, Timothy; "Hawai'i's racial, ethnical diversity unrivaled in U.S", Honolulu Advertiser, September 18, 2003
- 4 Equal Employment Opportunity Commission website, found at www.eeoc.gov
- 5 "Study finds women closing hourly pay gap", by Andrea Coombes, Honolulu Advertiser, October 6, 2003
- 6 "Waipahu restaurant target of disability suit"; by Dan Nakaso, Honolulu Advertiser, October 8, 2003
- 7 Mazel, Ella; And don't call me a racist!; Argonaut Press, Lexington, MA, 1998
- 8 Kunisawa, Byron; "Diversity 101" as presented on 12 Sep 03 @ 21st Annual QUAD EEO Training Conference
- 9 Naff, Katherine and Kellough, J. Edward, "A Changing Workforce: Understanding Diversity Programs in the Federal Government"; The PricewaterhouseCoopers Endowment for The Business of Government, December 2001
- 10 "CNP: Diversity in Navy has New Definition"; Chief of Naval Personnel Public Affairs, released August 8, 2003
- 11 EEO/Diversity Policy Statement issued by ADM Walter Doran, Commander, United States Pacific Fleet
- 12 PHNSY & IMF Shipyard Commander's Policy Memorandum on "Equal Employment Opportunity / Diversity" , Feb 7, 2003
- 13 The President's Management Agenda, Executive Office of the President, Office of Management and Budget, Fiscal year 2002
- 14 Patterson, Kerry et al; Crucial Conversations: Tools for talking when stakes are high, McGraw-Hill, San Francisco, 2002
- 15 Harkins, Phil; Click!; Linkage, Inc, Lexington MA, 2001
- 16 Holman, Larry; 11 Lessons in Self-Leadership – Insights for Personal & Professional Success", WYNCOM, Lexington KY, 1995
- 17 Gallagher, Carol; Going to the Top; Penguin Books, New York, NY, 2000
- 18 Buckingham, Marcus and Curt Coffman; First, Break All the Rules; Simon & Schuster, New York, NY, 1999
- 19 Buckingham, Marcus and Curt Coffman; Now, Discover Your Strengths; Simon & Schuster, New York, NY, 2001
- 20 Oakley, Ed and Doug Krug; Enlightened Leadership; Simon & Schuster, New York, NY, 1991
- 21 Pree, Max; Leadership is an Art, Dell Publishing, New York, NY 1989
- 22 Bennis, Warren G. and Robert J Thomas; Geeks & Geezers, Harvard Business School Press, Boston, MA, 2002
- 23 O'Reilly, Charles A III and Jeffrey Pfeffer; Hidden Value; Harvard Business School Press; Boston MA, 2000
- 24 Pfeffer and Robert Sutton; The Knowing-Doing Gap; Harvard Business School Press; Boston, MA, 2000
- 25 Kaye, Beverly and Sharon Jordan-Evans; Love 'Em or Lose 'Em; Berrett-Koehler Publishers inc, San Francisco CA, 2002
- 26 "Diversity Resistance", Marvin Johnson, found at www.mediate.com