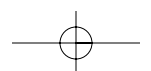
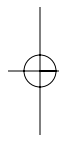
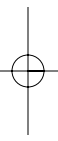


Diversity Consciousness

Opening Our Minds to People, Cultures,
and Opportunities



Diversity Consciousness

Opening Our Minds to People, Cultures,
and Opportunities

THIRD EDITION

Richard D. Bucher

Baltimore City Community College

With contributions from

Patricia L. Bucher

Prentice Hall

Upper Saddle River, New Jersey
Columbus, Ohio



Library of Congress Cataloging-in-Publication Data

Bucher, Richard D.

Diversity consciousness : opening our minds to people, cultures, and opportunities / Richard D. Bucher ; with contributions from Patricia L. Bucher. — 3rd ed.

p. cm.

Includes bibliographical references and index.

ISBN-13: 978-0-13-501463-9 (pbk.)

ISBN-10: 0-13-501463-8 (pbk.)

1. Diversity in the workplace. 2. Multiculturalism. I. Bucher, Patricia L. II. Title.

HF5549.5.M5B83 2010

331.13'3—dc22

2008052715

Vice President and Editor-in-Chief: Jeffery W. Johnston

Executive Editor: Sande Johnson

Editorial Assistant: Lynda Cramer

Senior Managing Editor: Pamela D. Bennett

Project Manager: Kerry J. Rubadue

Production Coordination: Thistle Hill Publishing Services, LLC

Design Coordination: Candace Rowley

Cover Design: Candace Rowley

Cover Image: SuperStock

Senior Operations Specialist: Susan W. Hannahs

Vice President, Director of Sales & Marketing: Quinn Perkson

Senior Marketing Manager: Amy Judd

Marketing Coordinator: Brian Mounts

This book was set in Garamond by Aptara. It was printed and bound by STP Command Web. The cover was printed by STP Command Web.

Copyright © 2010, 2004, 2000 by Pearson Education, Inc., Upper Saddle River, New Jersey 07458.

All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Pearson® is a registered trademark of Pearson plc

Prentice Hall® is a registered trademark of Pearson Education, Inc.

Pearson Education Ltd., London

Pearson Education Singapore Pte. Ltd.

Pearson Education Canada, Inc.

Pearson Education—Japan

Pearson Education Australia PTY, Limited

Pearson Education North Asia, Ltd., Hong Kong

Pearson Educación de México, S.A. de C.V.

Pearson Education Malaysia Pte. Ltd.

Pearson Education Upper Saddle River, New Jersey

Prentice Hall
is an imprint of



www.pearsonhighered.com

10 9 8 7 6 5 4 3 2 1
ISBN-13: 978-0-13-501463-9
ISBN-10: 0-13-501463-8

***To my students, past and present, who are a
constant source of inspiration to me.***

About the Author

Richard Bucher, Ph.D. is an internationally recognized scholar, teacher, and author on the subject of diversity. He earned his doctorate from Howard University with a specialization in race and ethnic relations. Currently a professor at Baltimore City Community College (BCCC), he was recently honored as Maryland's Professor of the Year. Dr. Bucher is also the author of the recently published, *Building Cultural Intelligence (CQ): Nine Megaskills* (Prentice Hall).

Preface

Diversity Consciousness is an outgrowth of my personal and professional experiences during the past 40 years. During that time, I have wrestled with the subject of diversity both intellectually and emotionally. I attended Howard University, an historically Black institution, to pursue my studies in the area of race and ethnic relations and to earn my doctorate degree. As a White male, this experience radically altered my thinking about diversity. My experiences as a college professor have also been invaluable. For more than three decades, I have taught students from a rich variety of cultures and backgrounds at Baltimore City Community College (BCCC). More than anything, this experience has taught me how learning, achievement, and personal growth depend on our ability to engage each other and value diversity.

In addition to my teaching, I served as the first director of BCCC's Institute for InterCultural Understanding (IIU). Nationally recognized for its work in diversity education, the IIU nourishes an inclusive, international learning community of students, faculty, staff, and community members. My work with the IIU makes me more aware of the difficulty and importance of making students as well as educators more conscious of diversity and its central place in a high-quality education.

Furthermore, my work on two major grants broadened and deepened my knowledge base. The first grant, "Integrating the Scholarship on Women into the Curriculum," allowed me to evaluate critically what I teach and how I teach. Also, as director of the IIU, I networked with a number of community colleges on a Kellogg/Beacon grant titled, "Promoting Intercultural Understanding Among Maryland Community Colleges."

Another extremely important dimension of my own diversity is my family life. I am the father of a son who has autism. My son, as well as the rest of my family, provide me with daily reminders of the joys and challenges of diversity. Jimmy has enriched our lives and brought our family closer together. Because of Jimmy, my family and I see and experience life differently. When she applied to college, my daughter Katie was asked to write about someone who has had a profound influence on her life. She wrote about Jimmy. "Growing up with my autistic brother, I have discovered more and more about myself and other people. He has shown me that not everything wonderful seems wonderful at first sight. When you have someone so different that is so close to you, you develop an uncommon compassion for others."

The aim of this book is two-dimensional. First, it examines the relationship between a person's success and his or her ability to understand, respect, and value diversity. Success, as defined in this book, means achieving your goals, whatever they may be. A second aim is to explore how people can develop diversity consciousness and specific diversity skills such as teamwork, conflict management, communication, and leadership.

Diversity Consciousness introduces a perspective that is largely absent in academic courses or workplace training. In many instances, diversity issues are dealt with superficially or treated as an afterthought. One common assumption is that people will learn about diversity “on the side” or “on their own.” Unfortunately, we may interpret this to mean that diversity is not central to our education or our success. This interpretation is not borne out by numerous studies in the fields of education and business. These studies, cited throughout the book, reveal that a wide range of diversity skills can be developed and are directly related to success in college, the workplace, and beyond.

Throughout the book, I use different terminology to refer to certain groups of people. For instance, I use the term Black as well as African-American, and Latino/Latina as well as Hispanic. Using a variety of terms is one way to acknowledge that we do not all agree on the labels we attach to human differences.

Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities possesses five key features that make it relevant and meaningful. This book is:

- 1. *Learner-Oriented.*** It is infused with genuine anecdotes and perspectives from very diverse people, and provides a sounding board for a large number of people from a wide variety of educational, social, and ethnic backgrounds. One distinguishing feature is the integration of real-life “perspectives” throughout each chapter. They provide a wealth of insight that we need to digest and share. As you read this book, you will recognize everyday struggles, stories, and achievements. For example, “running” case studies appear at the end of each chapter. Three individuals are followed throughout the book. After reading about their personal experiences dealing with complex issues and situations involving diversity, you are asked to analyze each specific case study.
- 2. *Success-Oriented.*** More and more employers are realizing that diversity awareness and skills are crucial because they result in greater teamwork, creativity, productivity, and profit. Those who have a solid grounding in the area of diversity have more to offer their employers. Research shows that diversity is not some feel-good issue. Increasingly we realize that diversity consciousness—awareness, understanding, and skills in the area of diversity—relates strongly to success.
- 3. *Focused on Personal Growth and Empowerment.*** The book emphasizes the importance of educating oneself in the area of diversity. The process begins with one's own background and culture and then extends to others. In addition, the book views diversity education as an *ongoing* process rather than an event—a process that requires self-reflection and evaluation, patience, practice, and

commitment. Although education of this nature is hard work, it pays off regardless of who you are or where you come from.

4. *Grounded in Research.* A growing number of studies have examined the impact of education or training in the area of diversity. For example, research indicates that college students who are exposed to diversity issues are more apt to be culturally sensitive and satisfied with college life. Similarly, a number of companies report that diversity education programs are making a measurable difference in worker creativity and productivity. These kinds of studies are important because they move us beyond anecdotal evidence. Research can help us evaluate the impact of educational strategies and specific diversity skills.
5. *Oriented Toward the Value of Diversity.* Throughout our lives, many of us have been taught that diversity is a problem rather than a valuable resource. Traditionally, the focus has been on minimizing or denying differences rather than rethinking how we approach differences. To be successful we need to develop a new kind of thinking that enables us to appreciate diversity and use it to benefit ourselves and others.

The third edition of *Diversity Consciousness* has been revised extensively. Data from research studies, the U.S. Census, and other sources have been updated. More and new graphic organizers and visual aids are found throughout the third edition, including thought-provoking illustrations, photos, graphs, and tables. Every chapter has been thoroughly revised, with a list of key terms at the end.

Among the most notable new features are:


New Chapter on Leadership. Examines how diversity consciousness enhances the effectiveness of leaders. Also, this chapter takes a very inclusive view of leadership, meaning that all of us need to be prepared to assume leadership roles in diverse settings.

New Interactive Internet Exercises. These exercises, located at the end of each chapter, engage the learner and promote critical thinking.

Powerpoint Presentations for Each Chapter Available Online. These slides address and reinforce major concepts and issues in each chapter. Because they are editable, they may be tailored to fit the needs of specific students.

Profiles in Diversity Consciousness. In each chapter, people are featured whose diversity consciousness has been life-changing for both themselves and others.

Revised and Expanded Instructor's Manual. This manual provides teachers with concrete suggestions related to pedagogy. Included are test questions in varied formats, teaching resources, and guidance regarding subjects such as difficult dialogues and classroom climate.

As you read the book, remember that it is designed to help you do more than just learn about diversity. Regardless of your feelings about diversity, try to approach the book with an open mind. Rather than simply taking in what you read, get involved and stretch yourself intellectually and emotionally. One way to do this is to respond to journal questions. Whenever you see  or any time you feel a need to

record something in writing, place an entry in your journal. Writing in a journal reinforces your learning, records your thoughts, and provides a basis for further reflection.

Try to open your thinking to different points of view. Take time to reflect on what you read and how it relates to you. Imagine how the world might be viewed by people who do not look, think, and act like you. Wrestle with the subject matter. If what you read makes you feel uncomfortable, that is OK. It is an inevitable part of the learning process. Finally, share your thoughts and feelings *and* learn to listen carefully and respectfully to others—even when it is difficult.

I welcome feedback from students, faculty, employees and employers, or anyone else who might read this book. You may e-mail your comments to me at rdbucher@aol.com; or write me at Baltimore City Community College, 2901 Liberty Heights Avenue, Baltimore, MD 21215. Furthermore, you may access my Web site at diversityconsciousness.com.

ABOUT THE STUDENT EDITOR

I was named Maria, as is half of the female population from South America. I come from a tiny country right in the middle of the world: Ecuador. My first thoughts, feelings, and perceptions were shaped in Spanish. In 2004, I came to the United States as an au pair, and I stayed because I think that I like being a foreigner. I am not sure why yet. Since my love for the arts has given me tremendous mental satisfaction but not economic, I am here playing the role of a student at Baltimore City Community College, exploring the nursing field. I am an atheist that loves religious art. I am a very passionate woman who likes to complain about social issues. Being an immigrant, I am very touched by the conditions in which other immigrants live in this country. So my goal is to work in the health field and with the little that I can do, make health care universal.

ABOUT THE CONTRIBUTOR

Patricia L. Bucher is a graduate of Skidmore College and received her master's degree in mathematics education at McDaniel College. She has over 60 additional hours of graduate work in the areas of learning differences and behavior management. She currently works for Montgomery County Public Schools (MCPS) as a teacher, curriculum specialist, and staff developer. The student population of MCPS, located in suburban Washington, D.C., is one of the most racially and ethnically diverse in the nation. MCPS serves approximately 137,000 students who speak over 120 different languages.

Pat is an experienced, highly innovative educator. She regularly presents workshops on *Teaching Mathematics to Diverse Learners* and teaches a graduate-level course entitled "Diversity Conscious Education." She has also received local and national recognition for her teaching excellence. Recently, she has been working as a diversity consultant for the Maryland State Department of Education. In this role, she

has been reviewing and revising a new online algebra course in order to make it more inclusive.

After graduating from Skidmore College, Pat had a brief career as a music teacher, which included teaching children with severe developmental and behavioral problems. She soon found out that those years would prove invaluable to her after giving birth to her first child, Jimmy, who has autism and mild cerebral palsy. The next 14 years she spent at home teaching her own son whom many labeled as unteachable. Jimmy can now read a newspaper, watch over his finances, and hold a job. Pat says, “Those years of trying to reach and teach my son taught me more about flexible thinking and creative pedagogy than any other experience of my life.”

During that time she also became a passionate advocate for children with developmental disabilities. She created a camp in Carroll County, Maryland, where none existed for children like her son, started a parent support group, and lobbied locally as well as nationally for better educational opportunities for children with disabilities. She was the recipient of the “Carnation Volunteer of the Year for Central Maryland.”

IN APPRECIATION

This book has been a true team effort, from its inception to the final product. I am indebted to so many people.

First, I want to thank all the students from many different colleges and universities who have taught me so much and are such a big part of this book. In particular, I would like to acknowledge the valuable contributions of students I have taught at Baltimore City Community College (BCCC). I would be remiss if I did not mention my wonderful student editor, Maria Carrera of Baltimore City Community College (BCCC).

In addition, the help of my colleagues has been invaluable. These people include numerous colleagues at BCCC and those with whom I network. Particularly, I am indebted to a number of faculty and staff: Walter Dean, Sukuntella Dhanesar, Meintje Westerbeek, and Betsy Mackey.

My job has been made that much easier by an extremely strong, supportive team at Prentice Hall. Although I cannot name everyone, there are three people to whom I am especially indebted. They are Sande Johnson, executive editor; Lynda Cramer, editorial assistant; and Amy Judd, marketing manager. Each of these individuals has given me the encouragement and guidance I needed, but also the freedom to explore and create. In particular, Sande is someone whose probing questions, suggestions, and exceptional listening skills bring out the best in me. Over the years, we have developed a close working relationship based on trust and a strong commitment to promote the value of diversity. Lynda, another member of our team, is always so positive and supportive. Her expertise and timely advice allow me to meet deadlines and focus on my writing. Finally, Amy has continually sought my advice and worked with me. Her ability to effectively market *Diversity Consciousness* has been essential to its continuing success.

As a writer, I have had the luxury of working with a very diverse and knowledgeable group of reviewers. They have put in countless hours and their input has been invaluable. The reviewers for the third edition include:

| | |
|------------------------|---|
| LaVonne F. Fox | <i>University of North Dakota</i> |
| Barbara Green | <i>Barbara A. F. Green and Assoc. Inc.</i> |
| Charalane M. Hoxter | <i>Cecil College</i> |
| Lindsey B. Humphrey | <i>Cosumnes River College</i> |
| Lloyd Sheldon Johnson | <i>Bunker Hill Community College</i> |
| Sondra McKinney | <i>Missouri State University</i> |
| Julie McLaughlin | <i>Cincinnati State University</i> |
| Ben Mayock | <i>Community College of Baltimore County</i> |
| Walter J. Redmond, Jr. | <i>University of the District of Columbia</i> |
| Debbie Storrs | <i>University of Idaho</i> |

A number of other people have also made significant contributions. Kathy Calderazzi, a lawyer based in Virginia, has shared her expertise regarding a number of questions dealing with diversity and its relation to conflict resolution and the law. Additionally, I have corresponded with a large number of educators, businesspersons, and leaders throughout the country. Their insight was extremely helpful, and in some cases their comments appear in the book.

I would like to express my deep gratitude to members of my family. Every day they teach me something new and different about diversity. My son, Jimmy, and my daughters, Katie and Suzy, help me laugh at myself and keep my priorities in order. My mother, who is living in the San Diego area, and my late father, a teacher as well as a prolific writer, as well as my sisters and brother, provided me with my first lessons in valuing diversity.

Finally, my wife, Pat, has been the person who has supported me the most. While revising this book I have continually asked questions of her. Somehow she always found the time to help, whether it was providing another perspective, helping me with a computer question, or pushing me to probe deeper. Without Pat's help, this book would never have been written.

Richard D. Bucher

Contents

CHAPTER 1

Diversity: An Overview 1

Learning Objectives 1

Our Changing Cultural Landscape 2

Demographic Changes in the United States 3

Technological and Social Changes 10

A Range of Reactions 16

Cultural Cruise Control 17

Beginning Adjustments 18

Fine Tuning 20

Views of Diversity: Assimilation and Pluralism 21

Dimensions of Diversity 25

Diversity Between and Within Groups 29

Diversity Myths 30

What Is Diversity Consciousness? 32

Diversity Education 33

Case Studies 35

Exercises 38

Internet Assignment 39

Notes 39

CHAPTER 2

Diversity Consciousness and Success 42

Learning Objectives 42

Definitions of Success 43

| | |
|--|-----------|
| Sociocultural Theory and Success | 45 |
| Why Diversity Skills Are Important | 46 |
| <i>Success at School</i> | 47 |
| <i>Success at Work</i> | 54 |
| Individual/Organizational Benefits | 59 |
| <i>The Individual</i> | 59 |
| <i>The Organization</i> | 61 |
| Diversity Training in the Workplace | 63 |
| The Costs of Inadequate Diversity Consciousness | 68 |
| Case Studies | 71 |
| Exercises | 73 |
| Internet Assignment | 74 |
| Notes | 75 |

CHAPTER 3

Personal and Social Barriers to Success 77

| | |
|--|------------|
| Learning Objectives | 77 |
| Six Barriers to Success | 79 |
| <i>Barrier 1: Limited Perceptions</i> | 79 |
| <i>Barrier 2: Ethnocentrism</i> | 82 |
| <i>Barrier 3: Stereotypes</i> | 86 |
| <i>Barrier 4: Prejudice</i> | 91 |
| <i>Barrier 5: Prejudice Plus Power</i> | 96 |
| <i>Barrier 6: Discrimination</i> | 100 |
| Overcoming Diversity Barriers | 105 |
| Case Studies | 112 |
| Exercises | 114 |
| Internet Assignment | 116 |
| Notes | 116 |

CHAPTER 4

Developing Diversity Consciousness 119

| | |
|----------------------------|------------|
| Learning Objectives | 119 |
|----------------------------|------------|

| | |
|---|------------|
| The Importance of Diversity Consciousness | 119 |
| Cultural Encapsulation | 121 |
| Six Areas of Development | 124 |
| <i>Examining Ourselves and Our Worlds</i> | 124 |
| <i>Expanding Our Knowledge of Others and Their Worlds</i> | 128 |
| <i>Stepping Outside of Ourselves</i> | 132 |
| <i>Gauging the Level of the Playing Field</i> | 134 |
| <i>Checking Up on Ourselves</i> | 140 |
| <i>Following Through</i> | 141 |
| Strategies for Developing Diversity Consciousness | 142 |
| <i>Diversity Education—A Range of Opportunities</i> | 144 |
| A Lifelong, Continuing Process | 147 |
| Case Studies | 148 |
| Exercises | 149 |
| Internet Assignment | 151 |
| Notes | 151 |

CHAPTER 5

Communicating in a Diverse World 153

| | |
|--|------------|
| Learning Objectives | 153 |
| Communication and Culture | 154 |
| Electronic Communication | 158 |
| Diversity Consciousness and Communication | 161 |
| <i>Areas of Development: Diversity Consciousness and Communication</i> | 162 |
| Communication Matters | 170 |
| Barriers to Effective Communication | 172 |
| Hot Buttons | 174 |
| Difficult Dialogues | 177 |
| Communicating Inclusively | 179 |
| Case Studies | 182 |
| Exercises | 184 |
| Internet Assignment | 186 |
| Notes | 186 |

CHAPTER 6**Teamwork 188**

Learning Objectives 188

Teams Today 188

Teamwork at School 190*Teamwork in the Workplace* 192*Virtual Teaming* 194

Developing Teamwork Skills 195

Diversity Consciousness and Teaming 197

High-Performance Teams 200

Ten Proven Strategies for Building High-Performance Teams 201

Obstacles to Teamwork 203

Conflict 205

Conflict Management 206

Case Studies 213

Exercises 215

Internet Assignment 217

Notes 217

CHAPTER 7**Leadership 219**

Learning Objectives 219

What Is Leadership? 220

Diversity-Conscious Leadership 223

Who Can Be a Diversity-Conscious Leader? 224

Key Skills of a Diversity-Conscious Leader 225

Adapting 225*Thinking and Communicating Inclusively* 227*Assessing and Monitoring* 227

Four Building Blocks of Diversity-Conscious Leadership: An Assessment 228

Leadership Theories 231

Leadership in a Cultural Context 232

Individualism Versus Collectivism 233

| | |
|---|------------|
| <i>Large or Small Power Distance</i> | 233 |
| <i>Strong or Weak Uncertainty Avoidance</i> | 235 |
| <i>Masculinity Versus Femininity</i> | 235 |
| The Diversity-Conscious Leader of the Future | 238 |
| Leadership Development | 239 |
| Future Challenges | 240 |
| Case Studies | 241 |
| Exercises | 243 |
| Internet Assignment | 244 |
| Notes | 244 |

CHAPTER 8

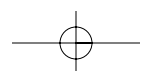
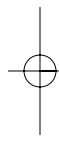
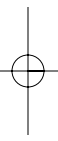
Conclusion 245

| | |
|---|------------|
| Learning Objectives | 245 |
| Opening Our Minds to Opportunities | 246 |
| Future Challenges | 250 |
| <i>Technological Change and Globalization</i> | 251 |
| <i>Changing Demographics in the United States</i> | 254 |
| <i>Continuing Potential for Divisiveness and Hope</i> | 256 |
| Case Studies | 258 |
| Exercises | 260 |
| Internet Assignment | 261 |
| Notes | 261 |

Bibliography 263

Index 273

Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.



Diversity Consciousness

Opening Our Minds to People, Cultures,
and Opportunities

