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Abstract

This analysis explores some of the challenges facing public managers in managing and valuing diversity in the 21st century. It begins with a discussion of the underlying conceptual values on the need for diversity in organizations. This is followed by an examination of different approaches to managing and valuing diversity. As managing a diverse organization is a complex issue that requires a multifaceted approach, the analysis concludes that every diversity initiative must be in consonance with organizational missions to be successful. That is, it must become integrated into the agency's overall operating plans and strategies with the aim of creating an institutional environment where every person who is different, in terms of human characteristics, feels not only accepted but also respected and valued.

Keywords

managing diversity, valuing diversity, cultural diversity, workforce diversity, multiculturalism, affirmative action, equal employment opportunity

Introduction

Over the past three decades, the need for private and public organizations to embrace diversity has been echoed. The rationale for this need is that a number of desirable positive outcomes occur when groups or work teams include diverse perspectives and value that diversity. Diversity as a lexicon in human resource management furnishes immediate access to a large pool of knowledge, skills, and abilities required in the accomplishment of organizational goals and objectives. Indeed, if diversity has many strategic advantages as observed by Robert Goembiewski (1995), then there are many important questions to be examined. Among these questions are the following:

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(a) Why should public managers adopt managing and valuing diversity to public personnel systems? and (b) Will diversity create any major challenges for public managers in the coming decades? Answers to these questions will avail themselves in the analysis under review.

Of course, much of the attention in recent years on the need for organizations to embrace diversity was triggered by Hudson Institute's *Workforce 2000* (Johnson & Packer, 1987), and a study of state personnel directors (Hays & Kearney, 1992), among others, that predicted the future shortage of potential human capital and its consequential impact on American competitiveness. Recent studies suggest that Hudson Institute's predictions were less dramatic, and unlike the private sector, contemporary public-sector organizations in the United States are more diverse in terms of race and gender, but workers are becoming older (Pitts, 2005; see also Cornwell & Kellough, 1994; Foldy, 2004; Riccucci, 2002). Although there has been increased workforce diversity through legal provisions, the overall proportion of White non-Hispanic workers will decline, as predicted by previous studies, and workers of other ethnic groups would either hold their own share of the labor force or increase.

The changing color, gender, and ethnicity coupled with a shrinking labor pool would create numerous challenges to both private and public organizations. To be sure, the real opportunity to new potential workers would depend on having access to high-paying and meaningful jobs, as African Americans and Hispanics are less likely than their White and Asian counterparts to be employed in management and professional jobs (U.S. Bureau of Labor Statistics, 2006). Nonetheless, the first major challenge to employers of labor is, and will continue to be, managing and valuing diversity by transforming the European American male culture of most organizations into multicultural entities that nurture and sustain all employees. In fact, multicultural understanding is very crucial for public managers who supervise the work of employees from diverse backgrounds, and such understanding can be enhanced through programs designed to bridge cultural gaps (Pitts, 2009; see Adler, 2002).

This analysis explores some of the challenges facing public managers in managing and valuing diversity in the 21st century. The article begins with a discussion of the underlying conceptual values on the need for diversity in organizations. This is followed by an examination of different approaches to managing and valuing diversity. The last section concludes the analysis and speculates on the future of managing and valuing diversity in public organizations.

Managing and Valuing Diversity: Perspectives on Conceptual Values

Constitutionally, all American institutions are built on a foundation of the protection of minority rights, and diversity contributes a major defense against a coercive majority coalition. In the *Federalist 10*, James Madison shows that American pluralist model helps guarantee individual rights through the interplay of factions. Also, almost every coin in the United States displays the spirit of *E pluribus unum*—a sense of national unity and cohesion which can be loosely translated as “unity and strength in diversity.”

Normatively, many scholars have made a strong case for progress toward diversity as a value or as a public administration imperative (White, 1997; see also Dobbs, 1996; Fine, 1995; Golembiewski, 1995; Loden & Rosener, 1991; Soni, 2000), while others supporting the same idea specifically emphasize individual rights, equity, the “golden rule” of doing unto others as you would have them to do unto you (Gallos & Ramsey, 1997; see also Golembiewski, 1995; Kossek & Lobel, 1996). Basically, diversity deals with the issue of how society wants organizations to look like, and that implies fundamental values as well as normative choices. Every president, from Bill Clinton to Barack Obama, has promised that his administration “would look like America” during presidential campaigns. That is, having political appointees that would be more diverse than previous administrations.

One of the fundamental barriers to managing diversity is the language and terminology that scholars use to discuss it. Also, politics has made discussions of a cultural diversity suspect in academic circles. The problem here as many scholars (Arredondo, 1996; see also Fine, 1995; Rangarajan & Black, 2007; Wise & Tscharrhart, 2000) see it is one of definition. The challenge this poses for human resources managers is how to distinguish the concept of diversity from affirmative action (AA) as well as equal employment opportunity (EEO). Diversity is seen as the collective, all inclusive, mixture of human differences and similarities, including educational background, geographic origin, sexual preference, profession, culture, political affiliation, tenure in an organization, and other socioeconomic, psychographic, and ethnic-racial characteristics (Cox, 1993). In view of this, managing diversity is not an entitlement or race-conscious program. It is a process that involves creating a positive environment where employees’ attitudes and behavior are altered through training and awareness, which is not possible through AA. Table 1 summarizes the three different perspectives on workforce diversity to provide a clear distinction between diversity and AA/EEO.

Colleges and universities in the United States were among the first organizations to respond positively to the principles of AA. Throughout the 1970s and 1980s, these institutions pursued minority faculty and students, especially African Americans. However, those institutions of higher education that were unable to recruit faculty of color were able to attract minority students to their campuses in large numbers to create diversity among the students. Furthermore, this presence was increased during the 1980s when the number of eligible college students began to decline, compelling admission directors to broaden their clientele base by recruiting extensively from non-traditional groups, especially international students (Fine, 1995).

To support recruitment efforts, some administrators in higher education started to create programs, curricular activities, and environments that prepare all students living in a multicultural world. *Multiculturalism* is now the term used to refer to campus initiatives designed to broaden the curriculum to include all cultures. Of course, these changes are designed more accurately to reflect the lives of all students and to prepare them to live and work in an ever-increasing diverse global society.

Despite these novel efforts, critics (Lynch, 1997; see also D’Souza, 1991; Shalit, 1995) have shifted the grounds of the public debate by redefining the term. To them, multiculturalism refers to a strategy designed by left-wing scholars and sympathetic administrators to impose their ideological position on everybody. By labeling its own

Table 1. Comparing Three Perspectives on Diversity in the Workforce.

	EEO	AA	Diversity
Source	Statute	Executive order and federal regulations	Human resources specialists in academic and organizational settings
Rationale for adoption	Legal compliance	Legal compliance for contractors	Strategic advantages
Implicit cultural values	Egalitarianism, meritocracy	Remedy past wrongs	Inclusiveness, respect for differences
View of the problem	Limited access and individuals bigotry	Limited access, coupled with limited networks and skills	Organization loses out by requiring workers to assimilate to White male system
View of solutions	Formalization and commitment to nondiscrimination will lead to minorities' and women's advancement	Targeted programs for recruitment, mentoring, and training will lead to minorities' and women's advancement	Culture change efforts will remove systemic, institutional barriers blocking minorities' and women's advancement
Concrete practices	Policies, statements, grievance procedures, internal dispute resolution systems	Affirmative action plans with goals and timetables, revision of performance review criteria, sensitivity and interaction skills training, networking and support groups, targeted recruiting, and targeted training	Policies, statements, diversity action plans with goals and timetables, revision of performance review criteria, diversity awareness and skills training, networking and support groups, diversity task forces, and culture audits
Concrete effects	Workers have recourse, within organization, for dealing with discrimination	Minorities and women brought into and moved up the pipeline	Unclear

Source: Adapted from Kelly and Dobbin (1998, p. 976).

Note: EEO = equal employment opportunity; AA = affirmative action.

behavior “not politically correct,” the right-wing scholars try to prove that their ideas are being suppressed by the left. Thus, the debate about multiculturalism, then, shifts the focus to ideological issues, while ignoring the demographic reality of the American society (Fine, 1995).

It has been observed that “Affirmative action and principles of equal employment opportunity, long the bedrock of governmental and corporate action on diversity, no

longer seem adequate to recruit or train competent and committed employees” (Laudicina, 1993, p. 457). As a result, public managers or personnel specialists must introduce better training and educational programs on diversity in their agencies so that a welcomed change can be achieved. Why should public managers adopt “managing and valuing diversity” as a public administration imperative? Patricia Wilson (1994) answered this question by reminding us that cultural diversity is not only the right thing to do, but it also ensures that responsiveness is synonymous with survival.

Diversity in the workplace is important because of its contribution to organization decisionmaking, effectiveness, and responsiveness. Those from diverse populations have expectations, insights, approaches, and values from which can come many different perspectives on alternative approaches on and alternative approaches to problems, and knowledge about consequences of each alternative . . . Input from diverse work groups can enhance rational decisionmaking, and therefore efficiency. (p. 27)

Thus, managing and valuing diversity can be viewed as a movement away from legal approaches and toward a productivity and resource maximization method. Of course, this does not imply that the zeal to implement AA programs or race-conscious governmental remedies was purely in compliance with the law. Richard Orlando’s 2000 study on racial diversity, business strategy, and firm performance showed that workforce diversity improves organizational effectiveness and productivity. This finding was supported by several studies conducted earlier in the 21st century that utilized information and decision-making theories to suggest that diversity not only enhances organizational performance by contributing to high-quality decisions, but that it also takes advantage of a broader range of alternatives and new ideas (Orlando, 2000; see also Ely, 2004; Foldy, 2004). In their 2006 assessment of the efficacy of corporate AA and diversity, Alexandra Kalev, Frank Dobbin, and Erin Kelly (2006) discovered that diversity management programs that target employee bias or network isolation were less effective than organizational structures that strengthen responsibility for diversity such as AA programs and diversity committees. Notwithstanding these research findings, current demographic and economic changes are compelling organizations to implement workforce diversity not only because it makes good business sense but also because it guarantees the survival of organizations as legal entities. Again, the transition from AA to a culturally diverse workforce recognizes the social differences in the American society as assets, and as sources of creativity, rather than sources of conflict (Klingner & Nalbandian, 1993; Mathews, 1995; Pitts, 2006; Reichenberg, 2001; Wilson, 1994).

The public debates over AA policies and multiculturalism aside, *Workforce 2000* opened the door to the use of other variants of diversity that have become buzzwords for employers and employees in both private and public organizations. Among the terms used to discuss workforce diversity in contemporary discourse include *cultural diversity*, *diversity*, *managing diversity*, *multiculturalism*, *workforce diversity*, and *valuing diversity*. The frequent use of these terms accepts more-open dialogue about human differences, but far too often the terms are wrongly associated with AA, and, therefore, seen as connected solely to issues of minorities (Arredondo, 1996). While

these words tend to be used interchangeably in the extant literature, this analysis acknowledges the assertion that diversity can be defined as any combination of items characterized by differences and similarities (Thomas, 1996). The above definition implies that the elements of diversity mixtures can vary; therefore any scholarly discussion of diversity must indicate its dimension.

The word *dimension* is used in sociological and management literature to describe the properties and characteristics that constitute the whole person. All persons have a number of characteristics or dimensions by which they are judged and measured and no one dimension stands alone (Loden & Rosener, 1991).

Organizations that effectively advance diversity initiatives must come to grips with primary and secondary dimensions of diversity to manage and value it. The primary dimensions of diversity are those unchangeable human differences that are inborn and/or that exert an important impact on a person's early socialization as well as future life. They are as follows: age, ethnicity, gender, ability, disability, race, and sexual orientation, among others (Loden & Rosener, 1991; see also Riccucci, 2002).

Secondary dimensions of diversity refer to those changeable human differences that can be acquired, discarded, and/or modified throughout people's lives. They include but are not limited to educational background, geographical location, income, marital status, military experience, parental status, religious beliefs, and work experience.

Marilyn Loden and Judy Rosener (1991) in their discussion of the relationship between the primary and secondary dimensions maintained that each dimension can be examined as an isolated aspect of human diversity. Nonetheless, the linkages and the dynamic interaction of these dimensions help make them very powerful in shaping individual experiences that can be carried over to the work environment. Generally, these dimensions of diversity are key elements in people's personal identities and they do much to shape human values, perceptions, priorities, and experiences throughout life. On the basis of these dimensions, managing diversity is a voluntary, long-term, productivity-based process designed to continuously sustain organizational existence as evidenced in federal agency diversity management programs (Kellough & Naff, 2004).

The discussion of the different dimensions of diversity is very important as it enhances public managers' understanding of the basic approaches of managing and valuing diversity. It is now a rarity that private and public organizations in the United States cannot function effectively without valuing diversity and learning how to manage it. Valuing diversity is a paradigm for change that focuses on individuals. Its general premise is that organizations, work teams, and individuals will be more successful if managers acknowledge, respect, and work with all dimensions of diversity as described earlier. This philosophy promotes individual empowerment and personal value because it is inclusive rather than exclusive (as indicated in Table 1). Also, it encourages an organizational procedure that makes full use of the knowledge, skills, and abilities of all employees at all levels.

In addition, if public managers accept valuing diversity as a management philosophy, then managing diversity must be seen as an important organizational skill. It

requires public administrators to have considerable knowledge, sensitivity, patience, flexibility, and extensive training in managing all the elements of dimensions of diversity.

The complexity and uncertainty that each dimension of diversity brings to the organizational cohesion and relationship building provide additional challenges which are critical to organization performance or team effort. To overcome these challenges, public managers must critically examine their organizational culture, cultural differences, culture change, and cross-cultural relationships based on interdisciplinary knowledge. Managing diversity requires making a connection between assumptions about organizational culture and personal culture. These assumptions have contributed to two conceptual views on studies that examined the effects of diversity on organizations for decades, most of which focused on public organizations in the United States (Cox, 1993; see also Byrne, 1971; Ely, 2004; Thomas, 1996; Turner, 1987; Williams & O'Reilly, 1998). For example, the first point of view comes from information and decision theories, and contends that diversity will benefit organizations by its provision of a broad range of knowledge, skills, and insights that can help in the improvement of organizational capacities in problem solving and decision making. The second viewpoint, which originates from the social categorization and social identity theories, argues that diversity can negatively affect organizations financially through coordination and conflict resolution, thereby compromising the organizational effectiveness, because employees tend to distinguish between in-group and out-group, which may lead to both conflicts and communication problems. Whereas research and open discussions may show numerous views held about culture and culture change, direct dialogue about culture conflicts and their consequences in the context of the work environment would allow for a better-managed change process or effective diversity management as advocated by some scholars (Arredondo, 1996; see also Cox, 1993; Ely, 2004; Foldy, 2004; Jehn & Bezrukova, 2004).

Approaches to Managing and Valuing Diversity

The foregoing analysis has demonstrated that managing diversity requires researchers to design techniques that would allow public managers to use employees of different cultural backgrounds in ways that will improve organizational performance. The assumption, therefore, is that these approaches can be learned in the form of organizational development and applied to all individuals and agencies. The radical shifts in the demographic composition of the U.S. labor force, as predicted by *Workforce 2000* (Johnson & Packer, 1987) and various policy initiatives at federal, state, and local levels, have forced organizations to develop diversity programs to remedy problems and concerns such as sexual harassment, illiteracy, and accommodations for disabled workers, among others (Ricucci, 1997; see also Kellough & Naff, 2004).

Table 2 shows a detailed account of different diversity programs offered by private and public organizations. The list is an abstract of a survey conducted by the Society for Human Resource Management (SHRM) and Commerce Clearing House (CCH) in 1993. While the list is not comprehensive, it provides at least a guidepost for the types

Table 2. Types and Perceived Effectiveness of Diversity Programs.

Program/policy	In existence %	Perceived effectiveness %
Sexual harassment	92.7	91.1
Physical access for disabled workers	75.8	84.9
Parental leave	56.7	73.1
Literacy training	35.1	58.4
Breaking through the glass ceiling	33.1	48.3
Redesigning jobs for older workers	27.4	43.3
Subsidized day care	25.6	43.5
English as a second language	23.0	45.5
Mentoring for people of color	21.8	38.0
Fast-tracking for people of color	17.6	27.3
Partner benefits—Gay and lesbian workers	14.9	25.9

Source: Society for Human Resource Management and Commerce Clearing House (1993, pp. 1-12).

of programs existing in 785 organizations as furnished by their human resources specialists.

A thorough examination of the SHRM/CCH survey reveals that some diversity programs and policies are valued more than others. For instance, Table 2 indicates that sexual harassment policies and programs designed to accommodate the physical needs of disabled employees were perceived to be more effective. Other programs, such as mentoring and fast-tracking (upward mobility) for people of color were seen as being less effective. The obvious implication of these reports is that most organizations at the private and public sectors are not properly equipped to manage all the important dimensions of diversity as previously discussed in this analysis. Now, the remaining part of this section examines, in turn, the two conceptual approaches of managing and valuing diversity.

Managing Diversity Through a Multifaceted Approach

To contribute to the creation of an environment that values and manages diversity, managers must decide who in the organization are diversity leaders and find support for those individuals. Managing and valuing diversity initiatives require a team approach; therefore, managers identified for the process must recognize that leadership and management skills are seldom concentrated on one individual. To be sure, the big challenge in managing diversity is that organizations must assist managers and those that they manage to learn what the objectives of the organization are with respect to diversity and then receive pertinent training that will help them to accomplish organizational goals. Therefore, the commitment must begin at the top of the organizational pyramid with the recognition that bottom-up organizational input from diverse

workers can increase the quality of decisions, and thus lead to a more innovative and substantive policies.

In today's changing global environment, good managers have developed excellent human resource management skills and are in agreement that organizations as legal entities cannot interfere with employee aspirations and ambitions. Nonetheless, one possible yardstick for measuring societal success on managing diversity would be the existence of more business and government organizations across the country where the inclusion of differences was the rule, rather than the exception (Broadnax, 1994).

Commitment as described above is necessary, but not sufficient condition, for success in managing diversity. The transformative nature of organizational change requires the involvement of workers in the planning and implementation of changes that will affect them. Several studies (Broadnax, 1994; Riccucci, 2002; Wilson, 1994) suggest that a powerful workplace is one where organizations empower their employees by creating an environment where every person is treated with dignity and candor. With respect to managing diversity, employee empowerment should become an ongoing process. Employees' involvement in the different activities of diversity initiative, such as giving feedback in a cultural audit, participating in committees or training, and being the beneficiary of changes in organizational policies, would influence an employee's sense of empowerment. A cautionary note is in order here, in a work environment, empowerment may be perceived by some managers as involving the decentralization of control, to others, it may entail long desired inclusion in the change process (Arredondo, 1996).

The inclusion of women and other minorities in the policy-making apparatus of modern organizations not only provides opportunity for political representation, but it also solidifies the notion of value-added associated with rational decision making. According to Frederick Mosher (1968), individuals

drawn from diverse groups . . . will bring to bear upon decisions and activities different perspectives, knowledge values, and abilities. And the product of their interaction will very likely differ from the products were they all a single genre. (p. 16)

Other scholars (White, 1997; see also Long, 1952; Meier & Bohte, 2001; Perry & Wise, 1990; Wise, 1990) have provided insightful contributions to the linkages between diversity and representative democracy. The point to be made here is that the difference in people will enhance and strengthen the organizational capacities and missions.

Another important lever in managing diversity is organizational effort. Ultimately, diversity must be integrated into all systems and activities. Before institutionalizing the process, however, diversity must be accepted, respected, and valued by all employees. The initial diversity focus will be to build awareness and skills regarding a variety of diversity issues and concerns. Employees must first understand the meaning of diversity, how it affects organizational performance and productivity, and how to interact with people with different dimensions of diversity as previously discussed. The purpose is to create an organizational environment built upon "the values of fairness, diversity,

mutual respect, understanding, cooperation; where shared goals, rewards, performance standards, operating norms, and a common vision of the future guide the efforts of every employee and manager” (Loden & Rosener, 1991, pp. 196-197).

Skills Required for Managing Diversity and Change

The skills necessary for managing workforce diversity and the organizational change process are quite different from traditional organizational development prescriptions. Therefore, public managers must attempt to acquire these skills to help nurture, sustain, and manage diversity in their respective organizations. The following are useful suggested guidelines by Griggs and Louw (1995):

- Use a holistic, integrated approach.
- Obtain top management commitment and accountability.
- Consciously work to integrate diversity values into the broader organizational values.
- Integrate responsibility for diversity initiatives into other management functions such as continuous performance management and self-directed work teams.
- Integrate diversity efforts with existing strategic objectives and programs such as Total Quality Management (TQM).
- Expect resistance to change, and take steps to minimize it.
- Use a participative management approach.
- Be instrumental or facilitative rather than charismatic or automatic in leading this initiative. (p. 38)

Valuing Diversity Approach

For clarity, valuing diversity is quite different from the managing diversity approach. Valuing diversity is a generic procedure designed to bring about greater understanding and acceptance of people who are different (Thomas, 1991). It fosters interpersonal relationships and cooperation and eliminates the use of blatant expression of racism and sexism in the working environment. As Anthony Carnevale and Susan Stone (1994) observed, valuing diversity involves the recognition that other people’s standards and values are equally as important as one’s own.

The valuing diversity approach primarily involves a shift in beliefs and attitudes away from “we’re all alike” to “we’re each unique and that’s the source of our greatness.” Basically, this approach is still a part of managing diversity introduced in the 1980s to educate employees through experiential and informational seminars (Carr-Ruffino, 1996). Diversity workshops, team-building programs, and movies are commonly used tools by best practice organizations. Several examples are in order here. First, the City of Decatur, Illinois, requires its

employees to attend an initial 4-hr diversity training class and a 2-hr refresher course every 3 years. On March 9, 2006, for example, “Council members Betsy Stockard and Shad Edward joined nearly 250 city employees at Skip Huston’s Avon Theatre to watch the movie ‘Crash’ as part of the city’s ongoing diversity training programs” (Frazier, 2006).

Second, in Florida, the City of St. Petersburg decentralized its affirmative action/diversity (AAD) initiatives by empowering each agency to develop and implement a plan within guidelines established by the central agency. The city’s Human Resources Department conducts a utilization analysis using workforce availability data based on the 2000 Census of workers in the same or similar occupations (see the appendix). When underutilization is identified, and the city is below its goal in a job category, the AAD plans require enforcement of “1-for-1” policy—for every hiring or promotion of a nonprotected class member, one member of the protected class must be hired.

The City of St. Petersburg has an ongoing diversity training and awareness program as part of its regular training curriculum. Although training is conducted in selected departments whenever the need arises, all departmental managers are required to attend an 8-week seminar on diversity. The city’s December 31, 2008, report (as presented in the appendix) shows that although the overall percentage of minority groups employed by the city has increased, there are a few job categories where representation is still less than the expected goal.

While managing diversity is a broad issue that goes beyond any protected group of employees, Neil Reichenberg’s (2001) contention is that best practice organizations value people and cultivate an environment where cultural awareness, sensitivity, fairness, and integrity prosper. Attributes of these organizations, as identified by the Benchmarking Committee of the International Personnel Management Association, include but are not limited to the following:

- Development of a formal process that is contained in laws, rules, or procedures.
- Decentralization of diversity efforts with a central governing body outlining the requirements of plans with individual agencies and departments developing their own plans that are tailored to their specific needs.
- Extend diversity training to the workforce, not just managers—diversity incorporated into mentoring efforts, leadership training, and management-by-results programs.
- Utilization of workforce data and demographics to compare statistics reported for the civilian labor force (as done in the appendix).
- Serious goal setting and achievement come from policies, such as AA efforts through law, executive order, or other mandates.
- Establishment of a review committee responsible for creating policies, providing technical assistance, reviewing/approving plans, and monitoring progress toward achievement of goals.

- Effective diversity programs also link recruitment, development, and retention strategies to organizational performance.
- Accountability for results—through the use of metrics, surveys, focus groups, customer surveys, management and employee evaluations, training, and education evaluations.

Of all the 50 states in the United States, only Oklahoma, Washington, and Wisconsin were selected as best practice organizations, and they all use AA models with additional creative innovations that get results and distinguish their programs from others (Reichenberg, 2001).

Conclusion

One major conclusion to be drawn from the foregoing analysis is that a diverse workforce will enhance and foster employees' creativity and problem-solving abilities. Another is that it will increase its flexibility to tackle new challenges as well as provide a competitive edge in meeting organizational goals and objectives. To prepare the 21st-century workforce, this analysis acknowledges that managing and valuing diversity approaches require the sum total of individual, group, and organizational efforts—a cultural transformation of every organization. This transformation can be accomplished through the interaction of three key factors: leadership, empowerment, and institutionalization.

As managing a diverse contemporary organization is a complex issue that requires a multifaceted approach, every diversity initiative must be in consonance with organizational missions to be successful. That is, it must become integrated into the agency's overall operating plans and strategies. The aim will be to create an institutional environment in which every person who is different, in terms of human characteristics, feels not only accepted but also respected and valued.

Valuing diversity means more than labeling women, immigrants, and minorities as different from the majority and attempting to assimilate them into the organizational culture or corporate world. Today's employees are no longer willing to deny their cultural identities. Rather, they will try to protect and nurture their ethnic and cultural traditions while receiving the respect of their peers. The challenge this poses for public managers requires that they acquire all the essential skills for managing multicultural organizations. Similarly, most organizations must have to restructure their diversity initiatives to involve workers at all levels of management. The future is one that foresees all organizations capitalizing on the benefits of managing and valuing diversity. In addition, given the increasing complexity of the workplace, public agencies must view all the new approaches of managing and valuing diversity as desirable.

Appendix

Minority and Female City Workforce Utilization, City of St. Petersburg, Florida

Job category	Goal %	Dec. 2008 workforce %	Dec. 2007 ^a workforce %	2006 ^a workforce %	2001 ^a workforce %
Officials and administrators					
Minority male	10.1	13.5	13.5	11.9	13.7
Minority female	7.0	9.9	10.0	9.8	8.9
White female	22.8	24.8	24.8	26.6	24.0
Professionals					
Minority male	10.2	7.3	7.3	7.6	7.7
Minority female	10.1	12.3	11.3	12.5	12.2
White female	27.8	35.1	36.3	34.6	32.8
Technicians					
Minority male	11.5	11.9	10.5	9.6	9.3
Minority female	6.4	6.3	5.2	5.8	4.5
White female	16.6	17.5	18.9	18.3	20.6
Protective services					
Minority male	14.9	18.4	18.0	17.2	14.8
Minority female	3.4	2.9	3.3	3.1	2.3
White female	8.0	11.9	12.6	11.9	9.6
Administrative support					
Minority male	5.7	6.7	5.6	6.3	4.9
Minority female	10.7	30.2	32.5	30.8	26.7
White female	34.9	46.0	44.5	46.0	50.5
Skilled craft					
Minority male	11.9	40.0	40.9	41.1	39.8
Minority female	1.0	2.0	2.2	2.2	1.5
White female	4.9	2.2	2.0	2.6	2.3
Service and maintenance					
Minority male	11.9	56.9	59.1	57.9	58.6
Minority female	8.8	3.6	3.2	3.4	5.1
White female	8.2	3.9	3.9	3.1	2.1

Source: Human Resources Department, City of St. Petersburg, Florida.

Note: Shaded areas are where representation is less than goal.

^aFigures as of December 31, 2008. Workforce availability based on 2000 Census of workers in the same or similar occupations.

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