Chapter 2
Examining the Diversity Curriculum of Leading Executive MBA Programs in the United States

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ABSTRACT

Properly managed diversity practices enable organizations to maximize human capital, create a sustainable competitive advantage, attract more customers, and become more profitable. Many organizations conduct diversity training to address workplace diversity issues. Top management communicates the value of and commitment to diversity, whereas managers facilitate an environment that embraces diversity. Diversity management has emerged as a prominent strategy to handle diversity issues. This chapter examines diversity curriculum of leading Executive MBA (EMBA) programs in the United States and highlights the current state of the educational environment in addition to explaining how curriculum supports diversity and inclusion reforms at the organizational level. Through content analysis, the authors summarized the diversity topics featured in 20 leading EMBA programs in the United States. None of the reviewed programs explicitly utilized the word "diversity" in any of their core or elective course titles, and only three (3) explicitly mentioned the words "diverse" or "diversity" within course descriptions. Nevertheless, the data suggest that programs do seek to offer some form of experiences which have the potential and intent to enhance cultural awareness. The majority of programs under study require students to travel to a foreign country to participate in global travel exploration. The authors provide recommendations for future research related to effectively implementing diversity practices and curriculum so that leaders become better equipped to address the challenges of diversity for their organizations.

INTRODUCTION

The change in workforce demographics, increase of jobs in the service economy, continuing growth of globalization, and requirements for effective teamwork have emerged as significant forces in the business environment that drive the importance of diversity (Hitt, Miller, & Colella, 2006). Vecchio and Bullis (2001) stipulated that "as workplace diversity increases and supervisory ranks are staffed by a broader range of individuals, it becomes increasingly more common to be supervised by someone who is, in historical terms, an atypical supervisor" (p. 884). Having a multicultural workforce allows organizations to enhance marketing efforts, team building, problem solving, organizational flexibility, creativity, and innovation (Cox, 1993). Nevertheless, employees work in a workplace environment where diversity issues surface daily. Despite the US Census predictions of a more diverse US population, Buttner, Lowe, and Billings-Harris (2009) claimed that minority groups will still be underrepresented in professional occupations because of leader racial insensitivity, discrimination, (un)equal opportunity theory, and low organizational diversity strategic priorities. To some, this may be surprising provided that the first anti-discrimination legislation in the United States was introduced over 50 years ago. Currently, not only are US organizations witnessing inefficient diversity efforts but they are also facing a more significant challenge: lack of inclusion. "Diversity without inclusion does not work" (Miller & Katz, 2002, p. 17). Roberson (2004) explained diversity as emphasizing organizational demography and inclusion as being concerned with eliminating barriers to the integration of employees within the organization. How can we strive for inclusion if we are still struggling for diversity? Ultimately, the goal is to move away from compliance in the form of diversity quotas and mandatory training, and embrace integration within the organizational culture in the form of inclusion, which results in

a more committed workforce. McMahon (2006) discussed various diversity aspects depending on the desired goals of the organization: regulatory compliance; social justice; departmental responsibility (i.e., HR department), strategic planning outcome; or a community-focused activity. For the purposes of this chapter, the authors explored diversity from a strategic planning outcome perspective focusing on the roles of managers and leaders in leveraging diversity. Pursuing systemic and planned organizational change is one of the multi-faceted outcomes of diversity (Kreitz, 2008). This chapter examines the course curriculum and content areas emphasizing and promoting the importance of workforce diversity incorporated into 20 leading Executive MBA (EMBA) programs in the United States. The chapter also highlights the current state of the educational environment and how it supports diversity and inclusion reforms at the organizational level.

BACKGROUND

Business Case for Diversity

Effective diversity practices help organizations attract and retain human talent, enhance marketing efforts, increase creativity and innovation, improve problem solving, and develop flexibility (Cox, 1993). Loden and Rosener (1991) claimed that the primary dimensions of diversity such as race, ethnicity, gender, age, physical ability, and sexual orientation can create more tension at the workplace than secondary dimensions such as educational background, geographic location, income, marital status, parental status, and religion. Negative racial attitudes unfavorably affect human capital and can create a stressful environment for minorities (Brief, Dietz, Cohen, Pugh, & Vaslow, 2000; Clark, Anderson, Clark, & Williams, 1999). Properly managed diversity develops a better reputation as a minority employer and ability to respond to a more diverse market

with a more diverse workforce (Cox & Blake, 1991). Because of the highly diverse population and the orientation toward a service economy, it is crucial that organizations have a workforce that understands the customer mindset and resolves customer concerns. Plummer (2003) discussed a diversity management approach that involves accepting and promoting diversity as inclusion. With this approach, organizations use diversity as a tool for growth while enhancing creativity, productivity, and morale. According to Yeo (2006), organizational policies promoting the recruitment, hiring, and retention of diverse employees and an organizational climate allowing employees to reach their full potential, encourage creativity and innovation, and champion inclusion of all employees. How can such outcomes be achieved?

Kirby and Richard (2000) determined that effectively managed diversity increased overall satisfaction and employee commitment. A degree of similarity between supervisors and their supervisees affected supervisees' organizational attachment (Mueller, Finley, Iverson, & Price, 1999). Organizational commitment of employees relates to a strong belief and acceptance of organizational goals and values, willingness to exert effort on behalf of the organization, and desire to maintain membership in it (Mowday, Porter, & Steers, 1982). Organizations are concerned about retaining and engaging their employees. Employee's organizational commitment has been correlated with the company's diversity initiatives (Wilborn, 1999). US chain retail stores with less supportive diversity climates had the largest racial-ethnic disparities disfavoring Black and Hispanic employees (McKay, Avery, & Morris, 2008). Buttner et al. (2009) concluded that inability to fulfill diversity promises resulted in lower levels of organizational commitment for professional employees of color. "The greater the difference in race between an individual and all other individuals in a work unit is, the lower the individual's attachment to the organization is" (Tsui, Egan, & O'Reilly, 1992, p. 568). Hicks-Clarke and Iles

(2000) concluded that women, racial and ethnic minorities, and people with disabilities harbored less positive attitudes towards their organization, jobs, and careers if the organization's diversity climate was poor. Regardless of whether an entry-level or a higher position is at stake, minority employees can recognize organizational lack of diversity commitment or ineffective diversity practices. This can ultimately lead to lower job and career satisfaction as well as low organizational commitment and engagement. The attitudes of men towards workplace hostility, turnover intentions, perceived promotion opportunity, job and supervisor satisfaction and supervisor-subordinate relationship are impacted by the organization's promotion of non-discrimination policies (Tejeda, 2006). Therefore, creating an organizational culture that promotes diversity, values all employees, and provides them opportunities to achieve their goals is paramount to both organizational and individual well-being.

Still, why do organizations face diversity management challenges? Poor training processes, outdated equipment, misguided incentive programs, discriminatory promotion and assignment practices, bylaws, exclusion from the golf tournament or being ignored at the board meeting represent some of the subtle barriers to inclusion (Miller & Katz, 2002). These instances of mistreatment or discrimination stem from the organizational culture and stifle the personal and professional development of employees, which may lead to indifference or lack of commitment toward the job, work team, and the company. Cox (1993) claimed that prejudice and discrimination negatively affected interpersonal trust, employee motivation, and performance, and multiplied the instances of sexual harassment. Collectively, these instances directly affected first-level organizational outcomes such as lost productivity, turnover, and absenteeism.

Choi (2008) found that demographic diversity (racial/ethnic) was negatively related to increased job satisfaction but was positively associated

with turnover intentions in the public sector. Furthermore, it appeared that public agencies with effective diversity management practices perpetuated a positive relationship between racial/ethnic diversity and job satisfaction. Agencies that did not manage diversity effectively tended to have a negative relationship between racial/ethnic diversity and job satisfaction. Findings also revealed that minorities at diversified agencies demonstrated a higher level of job satisfaction and a lower intention to leave the organization in comparison with white employees. Women also demonstrated lower turnover intentions than men. This suggests that diverse employees of all levels who feel respected and appreciated develop a commitment toward the organization. Thus, the company gains positive exposure and builds a stronger reputation as a diverse employer.

Overall, diverse organizations promoted better performance and perpetuated effective decision-making (Nemeth, 1992). However, Mor Barak (2005) advocated a balanced focus on social justice as opposed to pure emphasis on the business case for diversity. There is much more to the business case for diversity than profitability. Norton and Fox (1997) explored the social and organizational responses to diversity. Social responses included legislative acts (i.e., 1964 Civil Rights Act, Age Discrimination Act), humanitarianism (i.e., raising awareness about the injustice minority groups suffered), and social responsibility (i.e., organizations which demonstrate corporate social responsibility by supporting disadvantaged individuals). Organizational responses included individuals facing exclusion, segregation, denial, and assimilation. Currently, organizations are oriented toward building relationships among individuals and workforce groups. Such an overall positive approach strengthened relationships between individuals from the same minority group, which defeats the purpose of diversity management. Diversity efforts have to be carefully managed and integrated into the overall organizational strategy in order to be effective. Therefore, industry leaders and administrators must be accountable for managing diversity initiatives.

Industry Needs for Leaders and Managers

Commitment of top management and alignment of diversity and strategic organizational goals represent another important aspect of diversity. Kreitz (2008) listed managerial influence as one of the best practices for successful implementation of diversity initiatives. An organization needs diversity-oriented executives; but how do we cultivate such individuals if they do not personally understand the benefits of diversity? Tudor (2011) encouraged managers to consider the diversity of their employees and create a suitable work environment. Organizational commitment to diversity perpetuates itself through CEO commitment, human capital, corporate internal and external communications, and supplier diversity (Slater, Weigand, & Zwirlein, 2008). For diversity to be effective, "the diversity mindset of senior management needs to change so that they can embrace a strategic view of diversity and develop policies that support the accumulation of diversity characteristics within the organization" (David, 2010, p. 41).

Organizations can develop a sustainable competitive advantage if they have "experienced, knowledgeable, highly skilled, and trained managers and workers" (Slater, et al., 2008, p. 202). How can organizations achieve this? Mor Barak (2005) overviewed the diversity evolution from equal rights laws, through affirmative action, to diversity management. Today, we are focusing on diversity management, which is "a voluntary organizational program designed to create greater inclusion of all individuals into informal social networks and formal company programs" (Gilbert, Stead, & Ivancevich, 1999, p. 1). What should organizations learn and managers emphasize? Diversity

practices bring turmoil and require a substantial investment. Kreitz (2008) cautioned that leaders should embrace a multi-faceted strategy to manage diversity because recruitment and diversity training represent rather short-term approaches. Legislation and policies may prevent managers from embedding equality and diversity into their organizations (Preece, 2010). For example, risk-averse and stability-oriented organizations do not promote diversity (Tudor, 2011). Chrobot-Mason and Ruderman (2004) emphasized the role of leaders when recruiting and selecting team members, developing employees, and enhancing teamwork. In order to eliminate discrimination, promote diversity, and champion inclusion, managers should first understand the biases, stereotypes, and negative prejudice that affect their decisions. With respect to people development, leaders challenge, assess, recognize, and support employees as well as facilitate the communication between group members and enhance the overall productivity of the unit (Ruderman & Hughes-James, 1998).

Mor Barak (2005) discussed the Human Resource (HR) and Multicultural Organization (MO) paradigms as two of the most common diversity management strategies. These strategies provide a blueprint for diversity management that organizations can employ and the results they can expect. The HR approach manifests itself through diversity enlargement, diversity sensitivity, cultural audit, and organizational outcomes. As part of diversity enlargement, organizations recruit diverse employees. Diversity sensitivity involves training to increase awareness and improve communication and productivity in diverse work teams. The cultural audit is aimed at identifying and addressing problems while reviewing current practices in order to improve the overall workplace environment. Organizational outcomes are the result of the integration of diversity management with HR policy and strategic organizational as well as individual goals. The multicultural paradigm presented by Cox (1993) includes a monolithic organization, a plural organization, and a multicultural organization. The monolithic organization is homogeneous and forces assimilation into the dominant culture. The plural organization is heterogeneous and committed to preventing discrimination; top management is still quite homogeneous although the rest of the organization is diverse. The multicultural organization should be used as a model of effective diversity management because it demonstrates a culture committed to equality and diversity. For the purposes of this chapter, the authors presented the HR and MO approaches because they encompass the multifaceted responses to diversity, which align with respective leader and organizational behaviors.

Another important contribution to diversity management reflected Thomas and Woodruff's (2001) characteristics of the diversity-mature individual. Such an individual accepts diversity management responsibility; possesses contextual clarity (knows himself or herself, knows his or her organization, understands key diversity concepts and definitions); is requirements-driven (differentiates among preferences, traditions, conveniences, and requirements; places differences in context when making include/exclude decisions); is comfortable with diversity tension; and engages in continual learning. As evident from these characteristics, diversity-mature individuals can represent any level of the organization. However, the key aspect is that these diversity-mature individuals are self-initiated and driven to accept the responsibility for developing and sustaining diversity change. Such individuals are aware of their role in the organization as well as their organization's strengths and weaknesses. This is a crucial aspect before any long-term change effort can be implemented. As we have already discussed, leaders must be able to effectively deal with or eliminate diversity tension consistently in order to focus on the overall benefits of diversity efforts. Being committed to constantly expanding his or her knowledge on the subject or gathering

best practices represents the view that diversity management is a long-term and continuous effort.

Senior management is responsible for communicating the value of diversity and diversity management to the entire organization, whereas line management is responsible for implementing specific diversity strategies (Slater, et al., 2008). Nevertheless, a recent study noted that 50% of executives, middle managers, and supervisors named diversity as the least important leadership principle (AchieveGlobal, 2010). AchieveGlobal conducted a study of 971 business and government leaders and employees in Europe, Asia, and North America to identify the challenges they faced in the 21st century as well as the effective leadership practices that help them resolve these challenges. The study combined 42 behavioral and cognitive practices into 6 zones: Business, Reflection, Society, Diversity, Ingenuity, and People. Successful leadership in the diversity zone was characterized by the following:

In this zone, leaders value and leverage human differences, including gender, ethnicity, age, nationality, beliefs, and work styles. Here, leaders prove their ability to work with diverse people and appreciate cultural perspectives. To succeed in this zone, leaders:

- Strive to meet the needs of customers representing other cultures.
- Encourage collaboration among people from different groups.
- Display sensitivity in managing across cultural boundaries.
- Collaborate well with people very different from themselves.
- Effectively lead groups made up of very diverse people.
- Learn about the business practices of other cultures.
- Manage virtual teams with explicit customer-centric goals and practices.

It is imperative that leaders understand and respond to the needs of their diverse customers. This will result in higher customer satisfaction and loyalty. Leaders should focus on bridging the gaps between their diverse workforce by encouraging collaboration and effective teamwork. In order to demonstrate effective and dynamic leadership, leaders have to be culturally sensitive and able to manage diverse people. When conducting business internationally, leaders have to understand how the specific customs affect the business dynamics. Managing virtual teams represents the newest challenge from both a logistics and diversity perspective. Although the diversity leadership zone received the lowest rating of all six leadership zones, it was rated high among representatives from global organizations. This suggests that organizations already conducting business across nations have recognized the importance of managing a diverse workforce. For organizations still struggling with diversity management, we pose the following question: Who should be responsible for educating leaders and managers about the importance of diversity to the organization's bottom line, culture, and society?

Diversity Education

Diversity education is delivered through curriculum at institutions of higher learning or professional training courses to encourage managers and leaders to consider the impact of diversity on their organization. US universities have offered diversity awareness classes to prepare graduates for successful careers in a diverse workforce (Day & Glick, 2000). Adams and Zhou-McGovern (1993) advocated that the multicultural university environment spread diversity awareness and understanding. Gurin, Dey, Hurtado, and Gurin (2002) found that diverse experiences in higher education enhanced perspective-thinking, racial-cultural engagement, citizenship engagement, thus preparing individuals to participate and lead in a diverse democracy (p. 353). Diversity education

programs emphasize self-reflection, awareness, and knowledge as opposed to skill development (King, Gulick, & Avery, 2009). Best practices in diversity education that can be incorporated into diversity training include providing frequent and structured feedback, using performance metrics, and exploring cognitive and affective processes (King, et al., 2009).

Pfeffer and Fong (2004) proposed several roles for business schools. Through knowledge development and management inquiry, business schools enhance the reputation of management. Business schools should be responsible for setting and enforcing the standards of management as a profession. More importantly, business schools develop critical thinking and analytical abilities. Business schools should also be charged with advancing management practice and enhancing economic development. Doria, Rozanski, and Cohen (2003) cautioned that business programs did not prepare students to handle the challenges of managing the workforce.

Examining the impact of diversity course requirements on student's racial prejudice, Chang (2002) found that students who took a mandatory diversity class had more favorable attitudes toward African-Americans than students who had just started the course. Bell, Connerley, and Cocchiara (2009) strongly advocated the introduction of mandatory diversity courses in management curriculum. The researchers stressed that diversity training offered at organizations was inadequate and too short to help managers face the diversity challenges. Diversity topics are usually addressed in human resources management and organizational behavior courses. Nevertheless, research also supports mandatory diversity education for the sake of not only promoting the "business case for diversity" but also to enhance the overall well-being of humans by improving the workplace environment.

Diversity training represents one of the most common methods to increase diversity awareness at the workplace. According to a study of 81 HR managers, organizations offered diversity training topics such as participation in teams, communication and listening, managing and supervising diversity, legal context, and cultural and international diversity (Day & Glick, 2000). According to Rynes and Rosen (1995), the most common workplace diversity training classes emphasized diversity awareness, working effectively and productively, balancing the needs of diverse groups, equal employment and affirmative action requirements, conflict management, special needs accommodations, and corporate cultural change. Backlash to diversity initiatives includes diversity training that is usually reactive, too brief, and perceived as remedial, as well as curriculum that is not adapted to the skills, needs, and experience of participants (Norton & Fox, 1997).

DIVERSITY CURRICULUM IN LEADING EMBA PROGRAMS

Research Design

To gain perspective into what graduate education currently offers experienced students regarding diversity training or instruction, the authors investigated the curriculum content of Executive MBA programs (EMBA) through content analysis. Typically, EMBA programs admit professionals with several years of managerial experience from a wide variety of institutions: Fortune 500 companies, non-profits, and small businesses. For example, the Kellogg Executive MBA program is "suitable for mid-career professionals who want to obtain senior leadership roles in their organizations or change industries." On average, students have between 12 and 15 years of work experience with a minimum requirement of eight years (Northwestern University, 2011).

The research population initially included all of the top ranked EMBA programs in American universities according to three separate 2010 reports from US News, Business Week, and The Wall

Street Journal. The rankings of these reports were collectively selected due to their public rapport of credibility and varying ranking methodologies. US News based EMBA rankings solely on feedback from business school deans and directors; BusinessWeek based their rankings on feedback from surveys of EMBA graduates and program directors; and The Wall Street Journal determined their rankings by surveying recent graduates and executives of companies that hire EMBA graduates (Porter, 2010). The research sample of this study only encompassed the 20 EMBA programs of US institutions holding rank on at least two of the three aforementioned published lists. Using rankings from all three reports enabled the authors to encompass reviews from a variety of perspectives. Because neither list of reported rankings was identical, the authors reviewed the top 25 EMBA programs on each list, and applied purposive sampling to create a more cohesive, unranked list of leading EMBA programs. Any institution located in another country was removed, in addition to US institutions that were only ranked on one list.

Following sample designation, a document review, and conceptual content analysis (Bauer, 2000) of program and course information available on university websites was conducted. Using an approach similar to Kuchinke's (2002) method of analyzing core curriculum, content was coded to identify both explicit and implicit references of diversity in the workplace within course titles and descriptions or academic experiences. Content Analysis is a research methodology used to determine the presence of certain words or concepts within texts or sets of texts, that allows quantification and analysis of the presence, meanings, and relationships of words and concepts, and then make inferences about the messages within the texts (Berelson, 1952). When conducting a content analysis, explicit terms are those that are obviously easy to identify, while implicit terms are those for which the researcher must base judgments on a slightly subjective system (Krippendorf, 1980).

Results

The sample of graduate institutions and business schools, listed in Table 1 (and reviewed in Tables 2 and 3), comprise the 20 leading Executive MBA programs reviewed in this study. None of the reviewed programs explicitly utilized the word "diversity" in any of their core or elective course titles, and only three (3) of them explicitly mentioned the words "diverse" or "diversity" within a course description. For example, the course description of an 'Organizational Behavior' course in one program read "…emphasizes skills needed to effectively manage diverse individuals through a variety of situations in organizations," and the course description of a 'Managing and Leading in Organizations' course read, "…topics include diversity, culture, and change…" Both of the aforementioned courses were core courses within their respective programs. The elective that mentioned 'diversity' was titled 'Communication for Developing Leaders,' which stated that students would learn to "negotiate diversity issues."

All but one (1) EMBA program had at least one (1) *implicit* reference of diversity in course titles, with 74% percent of these being part of the core curriculum of the programs. Course titles used to infer "diversity" are listed in Table 4.

Eighteen (18) of the 20 programs had at least one *implicit* reference of diversity within course descriptions, with 92% percent being part of the core curriculum. Examples of implicit references are listed in Table 5.

Although none of the 20 leading EMBA programs of our sample specifically denoted "diversity" training of any sort, the data suggest that programs do seek to offer some form of experiences for students, which have the potential and intent to enhance cultural awareness. The authors also determined that the majority of the programs under study require their students to travel to a foreign country to participate in some form of global travel exploration or seminar and enhance their cultural awareness, with the exception of

Table 1. A non-ranked compilation of 20 leading executive MBA programs

Top 2010 EMBA Rankings Based upon *US News*, *Business Week*, and *Wall Street Journal*
Boston University
Columbia University
Cornell University – Ithaca (Johnson)
Duke University (Fuqua)
Emory University – Atlanta (Goizueta)
Georgetown University – Washington (McDonough)
New York University (Stern)
Northwestern University (Kellogg)
Ohio State University (Fisher)
Southern Methodist University – Dallas
University of California – Los Angeles (Anderson)
University of California – Berkeley (Haas)
University of Chicago (Booth)
University of Michigan – Ann Arbor (Ross)
University of Notre Dame (Mendoza)
University of North Carolina – Chapel Hill (Kenan-Flagler)
University of Pennsylvania (Wharton)
University of Southern California – Los Angeles (Marshall)
University of Texas at Austin – Austin (McCombs)
University of Texas at Dallas

five (5). Related to the desired goals of the organization identified by McMahon (2006) and mentioned in the beginning of the chapter, the authors concluded that more is desired from EMBA programs in terms of preparing future executives to address diversity challenges. For example, regulatory compliance and social justice have dominated the field for a number of decades through Affirmative Action and Equal Employment Opportunity fighting to achieve equity and fairness in treatment. The authors are hopeful that the role of the HR department in educating the workforce and facilitating the understanding and implementation of diversity initiatives has been discussed throughout the overall curriculum since evidence of such was not found during our preliminary analysis. Involvement in community-based activities designed to enrich our understanding and appreciation for diversity has barely been addressed in the curriculum. With respect to strategic planning outcomes, organizations who truly strive to achieve a sustainable competitive advantage must regard diversity and inclusion as critical steps. It is expected that leading EMBA programs should prepare future executives to address the issues of diversity management. But if such programs do not embody diversity topics in their curriculum, who is responsible for helping middle managers become aware of, understand, accept and implement diversity and inclusion practices?

Implications and Recommendations

Diversity management is self-initiated, provides a broad definition, and aims at tangible benefits (Mor Barak, 2005). During the initial stages of any diversity initiative, supervisors and managers need to diffuse disagreements as soon as possible to avoid the build-up of tension between

Table 2. Executive MBA summary of results

	Program Total Yes	Course Type	Program Total No
Explicit Diversity Reference in Course Title	0	Core: 0 Electives: 0	20
Explicit Diversity Reference in Course Description	3	Core: 2 Electives: 1	17
Implicit Reference of Diversity in Course Title	19	Core: 39 Electives: 14	1
Implicit Reference of Diversity in Course Description	18	Core: 35 Electives: 2	2
Over Seas Trips	15		5

Table 3. Detailed breakdown of EMBA results

	Explicit Diversity Reference in Course Title	Explicit Diversity Reference in Course Description	Implicit Reference of Diversity in Course Title	Implicit Reference of Diversity in Course Description	Over Seas Trips
Institution 1	0	0	3	3	YES
Institution 2	0	0	0	1	NO
Institution 3	0	0	2	2	YES
Institution 4	0	0	2	0	YES
Institution 5	0	0	1	1	YES
Institution 6	0	0	2	3	YES
Institution 7	0	0	2	1	YES
Institution 8	0	0	2	3	NO
Institution 9	0	0	4	0	YES
Institution 10	0	0	2	3	YES
Institution 11	0	0	1	1	NO
Institution 12	0	1	1	2	YES
Institution 13	0	0	1	1	NO
Institution 14	0	1	2	3	NO
Institution 15	0	0	4	6	YES
Institution 16	0	0	1	1	YES
Institution 17	0	0	3	2	YES
Institution 18	0	0	3	2	YES
Institution 19	0	1	12	0	YES
Institution 20	0	0	5	2	YES
TOTALS	0	3	53	37	Yes: 15 No: 5

highly diverse individuals. Thereafter, managers can implement coaching and mentoring to help employees become more receptive toward diversity. Properly managed diversity develops a better reputation for the organization as a minority employer and enhanced the ability to respond to a more diverse market with a more diverse workforce (known as the marketing argument; Cox & Blake, 1991). In recent years, the trend to cater to a more diverse market has been considered a source of sustainable competitive advantage so managers must recognize the need to manage diversity effectively. Senior executives have to connect with all people at all levels in the organization, leverage diversity, integrate a culture of inclusion into their strategic and daily plans, as well as provide direction, focus, connections, and meaning to the inclusion strategies.

As evident from the curriculum examination, few EMBA programs offer a comprehensive focus on diversity through program content. The majority of curricula seems to focus on global cultural issues and ignores US cultural disparities and concerns. The scope of this study was to examine the current state of formal diversity education provided to executives. If research suggests that leaders should be educated in the area of diversity in order for them to understand the value of and incorporate diversity throughout their organizations, then how do leading EMBA pro-

Table 4. Examples of core course titles with implicit references of diversity

Titles
Competing Globally
Foreign Market Development
Global Business Environments
Global Financial Management
Global Logistics
Intercultural Management
International Business Strategy
International Managerial Policies and Strategies
Macroeconomics: Global External Environment
Multinational Business Administrations
Examples of Elective Course Titles with Implicit References of Diversity
Global Business Leadership
Global Immersion
Global Initiatives in Management
Globalization and Markets in the Changing Economic Landscape
International Finance
Leveraging Human Capital for Global Competitiveness
Thinking Globally
Working Mandarin
Working Portuguese
Working Spanish

grams respond to this need? The word "diversity" was explicitly mentioned in course curricula only three times. Perhaps there is a degree of stigma associated with the term that precludes leading programs from including it in their course titles and descriptions. Does that suggest that global topics of diversity have priority over issues encountered in the domestic workplace?

Summarizing results from Diversity Inc. rankings, Tudor (2011) concluded that successful diversity-oriented companies have supportive CEOs, incorporate diversity into every function, measure diversity effectiveness, and hold managers accountable for diversity initiatives. Diversity goals must be aligned with strategic organizational goals (Kreitz, 2008). Everyone from the CEO to the front line employee has to demonstrate diversity management skills (Harrington, 2009). When organizations struggle to establish an open communication process that allows them to keep every employee informed and build trust, the task is significantly complicated.

Thomas (1990) considered mandatory diversity training as ineffective when it failed to create long-term change. Therefore, top management should embrace a strategic vision for the organization with respect to diversity and promote it in its policies in order for these interventions to succeed (Buttner, et al., 2009). Managing diversity represents a lengthy process that requires top management commitment and understanding (Kreitz, 2008). As aforementioned, top management has to value diversity and promote its "well-being" in order for diversity to spread to all levels of the organization. However, a diversity revolution cannot occur overnight and key stakeholders must demonstrate patience and continue to focus on creating long-term cultural change. Managers utilizing reactive diversity training to address problems that have already occurred in the organization should also conduct a cultural audit in order to determine the reasons for the company's poor diversity climate. Mandatory diversity training is ineffective and fails to advance the organization when it only creates awareness and memorable discussions. Organizations need devoted leaders with a clear vision and practical strategies on how to incorporate and sustain diversity within the organizational culture.

The results of the study with respect to the explicit and implicit references to multicultural and global focus on diversity prompted further research into diversity in both the global and US specific contexts, which are beyond the scope of this chapter and are briefly mentioned here for clarification. Mor Barak (2005) offered various definitions of diversity: narrow category-based definitions focusing on gender, racial, or ethnic differences; broad category-based definitions focusing on education, marital status, among others; and definitions based on a conceptual rule encompassing variety of perspectives, actions, etc. When definitions of diversity are ethno-centric and

Table 5. Core course descriptions with implicit reference of diversity

Course Title	Example of Inference
Management of People at Work	*(...international models for managing employees)*
Governmental and Legal Business Environment	*(...emphasis on differences among countries)*
Financial Strategy	*(...case discussions of international firms...)*
Macroeconomics	*(...studies national and global economic activity)*
Negotiation Strategies	*(...debriefings that address multicultural issues...)*
The Manager and Business Relationships	*(...emerging trends of international trade)*
Corporate Governance	*(...consideration to international comparisons)*
Business Ethics	*(...focuses on intense global competition)*
Leadership Styles and Best Practices	*(...explore leadership in a global environment)*
Marketing Strategy and Analysis	*(...domestic vs. global competitive positioning)*
Environmental Analysis	*(...a global perspective of business environment)*
Financial Accounting	*(...US practice impacts the global corporation)*
Negotiations	*(...cultural, and gender differences on negotiations)*
Managerial Economics	*(...context of a changing international economy)*
Business and Government	*(...effects on government in US and abroad)*
Business as a System	*(...components of a complex global organization)*
Emerging Trends in Business and Society	*(...learn to view in broader global context)*
Strategy Formulation	*(..companies in different industries & countries...)*
Operations Management & Strategy	*(..emphasis on international operations...)*
Strategy	*(...gain advantage against competitors in the dynamic global market-place")*
Examples of Elective Course Descriptions with Implicit References of Diversity	
Negotiation and Dispute Resolution	*(...multi-party negotiations and cross-cultural issues)*
Modern Political Economy	*(...changes in American and international political economy)*

narrowly defined, the interpretation of *diversity* in other regions of the world becomes complicated. The Achieve Global report recommended that large-scale efforts were needed to leverage diversity in all its forms (2010).

The complex topic of diversity management cannot be successfully covered in one class. Therefore, the authors believe it is beneficial to incorporate diversity into the majority of courses taught in EMBA programs in addition to introducing a core diversity awareness course. Discussing diversity issues within specific courses will provide further reinforcement, as well as practical strategies for students to address the diversity challenges in those fields. Just as diversity is promoted at all levels of the organization, several courses in EMBA programs should explore how issues of diversity affect individuals, teams, and the organization as a whole.

FUTURE RESEARCH DIRECTIONS

Researchers interested in exploring the topic further have numerous perspectives to consider. More action research should focus on examining the different contexts of diversity and inclusion (Zanoni, Jansseses, Benschop, & Nkomo, 2010). In addition, executive board diversity has spurred significant discussion in recent years; the more

diverse the board, the more effective decision-making is (Dalton & Dalton, 2005). Since many organizations still remain with a non-diverse board, researchers can empirically test the validity of this claim. Using this study as a blueprint, researchers should employ triangulation to incorporate data gathered from different sources: interviews with deans and program chairs, interviews with alumni, assessment of organizational culture, overview of institutional characteristics, and analysis of organizational systems and processes. Moreover, diversity education offered both through higher educational institutions as well as in-house or out-sourced diversity training seem to be insufficient in preparing leaders to encounter diversity challenges within their organization. Future diversity research should explore additional methods of not only increasing awareness but providing strategies to successfully implement diversity initiatives. Triandis (1995) recommended that researchers consider cultural distance, level of adaptation, history of intergroup relations, and acculturation when examining diversity. Linnehan and Konrad (1999) recommended more diversity research on the manifestation of prejudice, stereotyping, and discrimination at the workplace. Because of the fairly new emergence of the inclusion concept, research in this direction has had limited scope and tends to focus on the organizational practices from the perspective of executives/managers. Researchers should also consider conducting a longitudinal analysis of the diversity practices of organizations. Lastly, the levels of organizational diversity and commitment of international companies should be measured and compared to those of US headquartered companies; insight on these topics can help expatriates adjust to their foreign assignments more easily.

CONCLUSION

Leader racial insensitivity, discrimination, unequal opportunity theory, and low organizational diversity strategic priorities tumble effective diversity initiatives and minority group representation (Buttner, et al., 2009). Managers at all levels of the organization need to be aware of the ways diversity affects the commitment of their employees. Currently, as part of risk management and training and development initiatives, many organizations subject employees to mandatory diversity training to raise awareness of cultural issues. However, an organization cannot rely only on mandatory diversity training programs to address issues of discrimination, diversity, and inclusion; it has to also encourage diversity at all levels of its operations. A more diverse workforce that is not properly managed and supported through an organizational culture will not be more productive (Tudor, 2011). Supervisors and managers must defuse disagreements as soon as possible to avoid the build-up of tension between highly diverse individuals. Diversity should be a part of the organizational culture and not just a short-term initiative (Slater, et al., 2008). In order to be successful, large-scale diversity initiatives must have top management commitment but also have to be sustained through the interactions of all levels within the organization. Therefore, if organizations aspire to perform successfully in a global context, they must ensure that they accept and utilize the diversity of its workforce on a domestic level. Top management must be involved in diversity efforts and leadership must promote diversity as a core value of the organization (Norton & Fox, 1997). Diversity is not a human resource strategy or an approach to manage the workforce; stakeholders need to understand that diversity and inclusion perpetuate themselves through the full integration of members within the organization. Managers should lead teams that are inclusive, develop and retrain people, coach and mentor, and serve

as role models promoting the culture of inclusion. Senior executives have to connect with all people at all levels in the organization, integrate leveraging diversity and a culture of inclusion into their strategic and daily plans, while providing direction, focus, connections, and meaning to the inclusion strategies. An inclusive organizational culture requires behavioral changes from all levels of the organization, and is the ultimate path to a profitable, responsible, and sustainable organization. Mandatory diversity education not only promotes the "business case for diversity" but it also enhances the overall well-being of humans by improving the workplace environment.

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KEY TERMS AND DEFINITIONS

Diversity: Cultural or demographic differences among individuals.

Diversity Management: Maximizing diversity through voluntary organizational actions and implementation of specific policies and procedures.

EMBA: Executive Master of Business Administration; programs designed for managers seeking career and organizational advancement.

Explicit Terms: Terms used in content analysis that are obvious to identify; specific.

HR (Human Resources) Paradigm: A diversity management approach focused on aligning recruitment, selection, promotion, etc. policies and procedures with diversity goals.

Implicit Terms: Terms used in content analysis that are inferred; implicit.

Inclusion: Accepting all differences and involving individuals at all levels of the organization; the ultimate goal of diversity management.

MO (Multicultural Organization) Paradigm: This term, coined by Taylor Cox, refers to a diversity management approach that creates and sustains an organizational culture that provides opportunities for individuals of diverse backgrounds.

Monolithic Organization: A homogeneous organization that forces assimilation into the dominant culture.

Multicultural Organization: Demonstrates a culture committed to equality and diversity.

Plural Organization: A heterogeneous organization committed to preventing discrimination.