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Chapter 1 : The Theory of Citizen Involvement

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The Theory of Citizen Participation Introduction Citizen participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the s, governmental processes and procedures were designed to facilitate "external" participation. Public involvement is means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which citizens have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe. Many agencies or individuals choose to exclude or minimize public participation in planning efforts claiming citizen participation is too expensive and time consuming. Yet, many citizen participation programs are initiated in response to public reaction to a proposed project or action. However, there are tangible benefits that can be derived from an effective citizen involvement program. Cogan and Sharpe , p. Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; Reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All of these benefits are important to the Forest Service in its planning efforts, particularly the last three. Recent forest management decisions have led to prolonged court cases and a general lack of trust among many people with respect to the Forest Service. Decision-making Structures In discussing the theory of public participation, it is useful to review broad theories of decision-making structures. They conclude that public decisions are increasingly being influenced by technology. Two broad decision-making structures are defined and analyzed: Technocracy or the technocratic approach is defined as the application of technical knowledge, expertise, techniques, and methods to problem solving. Democracy, as defined by DeSario and Langton, refers to citizen involvement activities in relation to government planning and policy making DeSario and Langton, p. These approaches are described in more detail below. Technocratic Decision Making The technocratic approach to decision-making has historically been applied in most Forest Service decisions. Strong arguments can be made in favor of a technocratic decision approach. A key argument is that trained staff "experts" are best suited to make complex technical decisions. Experts are increasingly becoming a part of our decision-making structures in both the public and private sectors DeSario and Langton, However, Nelkin concluded that scientific and technocratic approaches "not only failed to solve social problems but often contributed to them" Nelkin, The notion that the "cure is often worse than the disease" becomes increasingly important as the technology provides alternative solutions to public policy issues. Techniques and methods applied by experts are most effective when considering technical decisions as opposed to value or mixed, decisions. Kantrowitz identified three separate types of policy decisions: Technical decisions rely on scientific techniques and extrapolations to determine the potential of "what is". Value issues involve normative determinations of "what should be". Although scientific information can provide guidance with respect to value decisions, it is rarely the sole determinant DeSario and Langton, Natural resource management decisions frequently affect social values. The technocratic approach to decision making is difficult to apply successfully to social problems because social goals are often complex, conflicting and unclear DeSario and Langton, p. A growing number of Americans are becoming more skeptical of technology and its experts. One result of this skepticism is a heightened demand for greater citizen participation with respect to technological decisions DeSario and Langton, p. As a result, technological progress will face increased public scrutiny as the deficiencies of technology and experts become more apparent. The integration

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of the technocratic and democratic approaches, particularly in natural resource management, has led to an increasing sense of frustration and futility for both the public and the government agencies involved Kaplan and Kaplan, Democratic Decision Making Democratic decision-making, in contrast to bureaucratic or technocratic decision making, is based on the assumption that all who are affected by a given decision have the right to participate in the making of that decision. Participation can be direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model Kweit and Kweit, p. Public Participation In Rational Policy Making Many "rational" policy decisions are made using the policy analysis process. According to Lang, a decision is rational to the extent that it is shown empirically to match the best available means of achieving a given end Lang, Traditional rational planning and policy analysis processes typically have five or six steps. Patton and Sawicki outline six steps in the policy analysis process: Kweit and Kweit suggest that policy analysis tends concentrate power in the hands of a few experts and that policy analysis is most compatible with bureaucratic decision-making which is "antithetical to citizen participation" Kweit and Kweit, p. Because the policy analysis process relies on specialized techniques, expertise is an inherent component of policy analysis. As such, the role of citizen participation in the traditional policy analysis process is minimized. Citizens often lack technical expertise and can be emotionally involved in issues of concern rather than being detached and rational Kweit and Kweit, p. For a number of reasons, a purely rational decision-making process is difficult. One major limitation inherent in the process is the lack of comprehensive information. However, input from citizen groups outside organizational boundaries can help provide more comprehensive information on all aspects of the policy analysis process. Kweit and Kweit state: In a democracy, it is the public that determines where it wants to go, and the role of its representatives and bureaucratic staff is to get them there. In other words, ends should be chosen democratically even though the means are chosen technocratically Kweit and Kweit, p. The existing policy structure within the agency mandates that targets or the ends, which are tied directly to funding, are set by Congress. This would imply that the ends are chosen democratically. The targets are implemented on the Forest and District level. Thus, traditionally the means are developed and chosen technocratically. Congress, as elected representatives, theoretically represents the public interest in setting targets. Recent issues with respect to forest management i. On its face, this may seem to imply that the Forest Service should apply a purely technocratic decision-making process. However, it is unlikely that a purely technocratic top-down approach will continue to be appropriate given the number and diversity of public interests who have a stake in forest management decisions. Lang, suggests that traditional comprehensive and strategic planning processes are insufficient for current resource management planning and advocates a more interactive approach to planning. An integrated approach to resource planning must provide for interaction with the stakeholders in the search for relevant information, shared values, consensus, and ultimately, proposed action that is both feasible and acceptable Lang, p The emphasis is on data collection and analysis as the means for finding the best solutions to problems and developing a technically sound plan. The implicit assumption is that better information leads to better decisions. Success in conventional planning is measured by the extent to which the objectives of the plan are achieved Lang, p According to Lang, interactive planning is based on the assumption that open, participative processes lead to better decisions. The planner engages directly with stakeholders to gain support, build consensus, identify acceptable solutions, and secure implementation. Success in interactive planning is measured by the extent to which balance can be achieved among competing interests and consensus is reached on appropriate actions Lang, p Table provides a comparison of interactive versus conventional planning. These are organizational, political, and personal Lang, p Lang notes that "multiple perspectives comprise an essential feature of integrated resource planning. This increased level of scrutiny suggests that the agency will be held more accountable for decisions by interested publics. Further, the conflicts inherent in resource management decisions make an interactive approach to planning and decision-making an attractive alternative to the existing decision-making structure. Principles Of Citizen Participation A great deal of literature exists on the subject of citizen participation. A review of this literature

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indicates there are some commonly accepted principles that can be applied in the development and implementation of a citizen participation program. Cogan, Sharpe and Hertberg, in the book *The Practice of State and Regional Planning* provide a concise overview of citizen participation in the planning process So, et al, p. Following is a summary of their discussion. *Perceptions of Stakeholders and Planners* The perceptions of stakeholders and planners is an important consideration in the development and implementation of any public participation program. Public participation is often a requirement for planners, however, it is always optional for citizens. Citizens choose to participate because they expect a satisfying experience and hope to influence the planning process. These can be intrinsic to the involvement through the very act of participation or instrumental resulting from the opportunity to contribute to public policy. Well-planned citizen involvement programs relate the expectations of both the citizens and the planner. If expectations are different, conflict is probable. *The Ladder of Citizen Participation* Clearly, citizen participation programs can increase costs and the amount of time a project takes. Further, as discussed above, there is a certain level of risk associated with citizen participation programs. However, Cogan suggests that citizen participation programs can make the planning process and planners more effective by: Reducing isolation of the planner from the public; Generating a spirit of cooperation and trust; Providing opportunities to disseminate information; Identifying additional dimensions of inquiry and research; Assisting in identifying alternative solutions; Providing legitimacy to the planning effort and political credibility of the agency; and Increasing public support. Further, in certain polarized issues an effective public participation program may actually save time and money by insuring that the proposed solution is acceptable to all of the interested stakeholders. *Techniques of Citizen Participation* There are a variety of techniques available to planners to solicit public input in the planning process. These range from basic open meetings to more sophisticated techniques such as the Delphi and Nominal Group techniques see Appendix B for a more detailed description of these techniques. Cogan states "with few exceptions, a successful public involvement program incorporates several techniques" Cogan, et al. These techniques can be graphically presented as a continuum that ranges from passive involvement to active involvement Figure A Cogan provides the following description of each of the forms of public involvement follows Cogan, et al. They are most effective when combined with feedback mechanisms which inform participants of the extent to which their input has influenced ultimate decisions. When these techniques are effectively utilized, each participant has the opportunity to express his or her views, respond to the ideas of others, and work toward consensus. Not all techniques fit exclusively into one category. For example, a public meeting may provide opportunities for education and interaction. A key point Cogan makes is that the number of citizens who can be involved is inversely related to the level of active involvement. For example, public relations efforts can reach a larger number of citizens, while public partnership limits participation to a few Cogan, et al.

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Chapter 2 : 3 responsibilities every government has towards its citizens | World Economic Forum

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Focusing on Important Content Some instructors fear that if they shift to more student-centered instructional approaches, their students will miss exposure to important content, including content they need to know to be prepared for upper-level courses. Other instructors may worry that the content taught through student-centered activities will be less rigorous than that covered in a traditional lecture. Scholars and practitioners with experience in research-based course redesign point out that students are not well served by a curriculum in which they are exposed to many topics but gain mastery of none. What really matters is how much content students actually learn, not how much content an instructor presents in a lecture. In a related vein, not all of the material addressed in a typical lecture course is vital for students to learn. Moreover, using research-based, instructional strategies does not necessarily result in significant reductions in the content taught, as some instructors fear. As documented in a study by Deslauriers, Schelew, and Wieman, an instructor using research-based methods in a section of a physics course covered the same amount of material in the same amount of time as an instructor using a strictly lecture-based approach, but students taught with research-based approaches showed dramatically higher gains in learning. **Page Share Cite Suggested Citation:** The National Academies Press. Make students responsible for learning some content outside of class. Some content can be covered by homework, reading, or study guides. This is what Knight and Wood did when they revamped an upper-division biology course to reduce lecture time and include more student interaction. Students were asked to take responsibility for learning some of the material by doing assigned readings with quizzes to make sure they learned the reading material and working in groups outside of class to complete homework problems and post their answers on the course website. Students in the interactive course had significantly higher learning gains and better conceptual understanding than a group that previously took the same course taught with a lecture-based method. Identify and focus on the most important content. If you begin the process of instructional change by setting learning goals, as recommended in Chapter 2, this will help determine the most essential topics and enduring ideas to be addressed in a course. Topics that are nice but not necessary to know can be omitted. Focus on fewer topics in greater depth. Students learn by going into depth on core concepts rather than by working their way through a list of many topics. Consult with colleagues to identify the topics students need to know to be prepared for subsequent courses. Instructors who teach introductory courses may hesitate to use a more student-centered approach because they fear their students will seem ill-prepared for upper-level courses in a discipline if they have not studied certain topics. If you engage your departmental colleagues in a discussion about which content is important—or, better yet, in a full-blown effort to identify broad learning goals across multiple courses—the result might be a shorter list than you imagined. **Helping Students Embrace New Ways of Learning and Teaching** What you are asking students to do in a research-based classroom is not necessarily easy. At first, some students may be puzzled, uncomfortable, or even resistant when they realize they are expected to learn in unfamiliar ways or to prepare differently and participate more actively in class. You may hear comments like these: Why should I have to work with someone else who knows less than I do? Why do I have to do these grade-school-type activities? This is biology, not English—why do I need to write something for each class? Why are you doing this to us?! Many students have grown comfortable with being told facts to memorize, and some pushback from students is understandable. Cummings, Sometimes the greatest resistance to change comes from the highest achievers or upper-division students, who have succeeded to date through traditional approaches. Silverthorn, At institutions where student course evaluations play a role in assessing and retaining instructors, instructors may fear that trying new approaches will lower their good evaluation results. A sense of perspective is necessary, however; often it is a minority of students who balk at new ways of teaching and learning. Faculty

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who spearheaded the research-based transformation of numerous courses Page Share Cite Suggested Citation: Some studies for example, Hativa, ; Silverthorn, have documented improvements in student course evaluations after the adoption of research-based teaching practices. In focus groups, students who had taken the lecture version for their first semester and SCALE-UP in their second semester reported that they were learning at a deeper conceptual level in the SCALE-UP class, a point that is corroborated by evidence of gains in learning Beichner, Seidel and Tanner reviewed research literature on student resistance to active learning and concluded resistance is often less a reaction to the pedagogy than to negative instructor behaviors in the classroom, such as sarcasm, absenteeism or tardiness, and unresponsiveness or apathy to students. In upper-level biology courses that were redesigned by Knight and Wood , many students at first disliked and distrusted the interactive approach and the group activities. Seasoned practitioners and researchers suggest several strategies that instructors can use to create positive student attitudes about research-based strategies: Make clear from the first day why these teaching strategies are effective, and be explicit about how they benefit students, and what is expected of students. The first day of a course, Wright leads her students in a discussion of the roles and responsibilities of students and instructors and how they differ from what students are accustomed to. She explicitly acknowledges that they may be uncomfortable at first. Suggestions for setting a positive tone for a student-centered classroom on the first day of class can be accessed through the Starting Points module on the Science Education Resource Center SERC website <http://> Show students evidence of how research-based strategies will help them learn and prepare for their future life. Some instructors share evidence with their students of increased learning among students in research-based classes. Karl Wirth, 12 a geosciences professor at Macalester College, shows students lists of the skills that employers want and how those correlate with the activities they will do in his class. Use a variety of interesting learning activities. Many instructors interviewed for this book talked about the power of the student grapevine in convincing other students to enroll in courses that use research-based approaches. After a few years of teaching a SCALE-UP biology course, Wright noticed that students who had previously taken the course were succeeding in upper-division courses, including courses taught in a more traditional way. The first few semesters of teaching more interactively may be somewhat rough. Virtually all of the instructors interviewed for this book continued to refine their approaches after their initial effort to introduce a research-based strategy. While some pushback from students may stem from their lack of familiarity with new teaching strategies, other student criticisms may be legitimate responses to aspects of a class that could be improved. In classes that involve extensive collaborative work, some students may resent having a portion of their grade depend on the contributions of others, especially if their team includes a weak or lazy student. As discussed in Chapter 5 , it is important to assign students an individual grade even in a collaborative learning environment, and to ensure that a grade for group performance does not unduly penalize a student Smith, Seidel and Tanner suggest that instructors provide students with clear and explicit criteria, or rubrics, for how their work will be evaluated before they start a task. Professor Dee Silverthorn at the University of Texas UT uses a combination of strategies to help students adapt to the interactive strategies used in her physiology class.

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Chapter 3 : Barriers & Challenges to Change Implementation | blog.quintoapp.com

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Brought to you by: Global Citizen is committed to make the world more accessible, one festival at a time. You can join us in taking action on this issue and more here. The annual event taking place Sept. According to the census bureau , Even though a report found 6. Together we want to make sure the festival is inclusive for everyone regardless of their ability. For some music fans, attending a live event can be a challenge before even getting in line. Most online ticketing systems have visual challenges which make it impossible for blind patrons to buy seats independently, to say nothing of trying to select seats on a completely visual seat map. As high as 1 in 10 people with disabilities have thought about taking legal action against the inconveniences they face while trying to enjoy festivals and concerts. Sean Gray, a punk scene veteran living with cerebral palsy, founded Is this Venue Accessible in to help more people with disabilities find accommodating live music spaces in the US. Ace Ratcliff , a writer and music lover, published a powerful op-ed in April on her experience attending concerts in a wheelchair. The Americans with Disabilities Act ADA first passed in , to prohibit discrimination based on disability and provide mandatory guidelines businesses must adhere to in order to accomodate the needs of staff and patrons with disabilities. But Global Citizen is determined to stick to it by dedicating an area for people with disabilities to ensure they have the best time possible at the event, in the ADA section where friends and family are welcome. For the first time ever Drinking Straws Accessibility staff will be equipped with sustainable metal straws for cold drinks. Metal straws will be available for purchase elsewhere throughout the park. All guests will have access to one accessible toilet in every other section. Service Animal Policy Service animals are welcome, but not recommended. Due to the festival length 6 hours , minimal shade, and a loud venue, we advise leaving service animals at home. Accessibility staff is available upon request to lend aid usually provided by service animals. If guests decide to bring their service animal they will be allowed in the festival but attendees are encouraged to bring materials like water bowls etc. For any day-of accessibility concerns, you can contact Marlo Knapp-Fadani at marlo. Additional accessibility advisory material coordinated by Dave Bahr of Present Momentum Access at dave presentmomentum.

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Chapter 4 : HR/HR Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools

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Whether you are new to the workplace or a seasoned employee, problems occur at work. The following are some workplace challenges and how to deal with them.

New to the Workplace Fitting In Figuring out how to be part of a new work culture can at times be frustrating. Get to know your coworkers by working on team projects. This promotes common interests, builds trust, and allies. Be friendly and respectful. Your good attitude, manners, and work habits will show that you are a professional. Being Heard It takes time to gain the trust of coworkers to get them on board with your ideas. Listen and observe before suggesting changes. Bring solutions to the table. Engage your coworkers by knowing what you are talking about. Build a reputation of being clear-headed, objective, and reasonable.

Making Mistakes They happen to everyone at some point. Admit them and apologize. Instead, offer solutions as soon as possible and fix the problem on your own time. Forgive yourself, and move on. Create a daily "to do" or goals list. Breaking down your tasks will make them seem more manageable, keep you organized, and help you to be more productive and efficient. If you are still having difficulty managing your workload, ask a coworker for advice, or speak with your supervisor to prioritize your work. For more tips, visit [succeeding in the workplace](#).

Problems with Coworkers **Slackers** Slackers lower productivity. Unless this person has authority to delegate work to you, you can say "no" to their requests to do their work. Concentrate on being a good employee. **Disagreeable Coworkers** They create an unpleasant work situation. Avoid them if possible, be pleasant when you have to work with them, and stand up to them when necessary. Talk with them calmly, in private, about how their behavior makes you feel. **Office Bullies** They cause anxiety and stress. And they often target those they see as a threat. Stand up for yourself. Never sink to their level. Discuss the problem with a mentor to find the best way to handle them. If they are threatening you, report it to your supervisor. **Gossipers and Trouble Makers** They can be especially disruptive to the workplace and cause misunderstandings. Be friendly, but act busy and they will get the message that you have better things to do. **Whiners and Complainers** They tend to see the negative side to everything. This attitude can be harmful to morale. Be empathetic, but put the problem back on them. Ask them what they intend to do about solving it. Complaining may be their attempt to avoid conflict, relieve stress about things they feel they have no control over, or simply to get attention. Do not try to solve their problem for them. Do not turn their complaints into office gossip either. **Saboteurs and Backstabbers** They cause distrust by spreading rumors or withholding important information from those they see as rivals. This can affect your career goals and reputation. Confront them calmly about their behavior. Do not play their game. When you have a good idea or assisted on a project, tell your supervisor so you get the credit you deserve. If someone is trying to make you look bad, check in regularly with your supervisor on your job performance.

Workplace Ethics and Integrity Issues Poor business and workplace ethics can be hazardous to your job security. It can cause people to lose respect for you and follow you for the rest of your career. Stay clear of those who ask you to compromise your integrity. Say "no" to requests that make you feel uncomfortable. In some cases, these issues need to be reported to your supervisor, human resources, or legal representatives.

Getting Along with Your Boss Problems with a boss are emotionally and physically draining. They can often stem from work style or personality differences. The first step is to figure out what specifically they are doing that is upsetting you. Then ask yourself why. Next, decide how best to discuss it with them. Avoid blaming, accusing, or venting. Try to use the "we" approach: How can WE fix this?

Dealing with Harassment or Discrimination Harassment and discrimination are illegal and come in many forms. You do not have to put up with it. If you feel unsafe or need help, report it to your supervisor and human resources. The Equal Employment Opportunity Commission can also offer assistance with these issues. In some cases, you may require legal assistance.

Workplace Bullying Bullying in the workplace can include anything from condescending behavior and gossiping to exclusion or violence. Both coworkers and bosses can be bullies. If

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you are being bullied at work, you are not alone. Try to deal with it yourself by confronting the bully in a calm, confident manner. Tell the bully that their comments or actions are offensive and give them an opportunity to correct his or her behavior. Bullying often escalates once they are exposed. Make sure your superiors are aware of your good work. Avoid situations where bullying is most likely to occur. Unfortunately, bullying cases are often hard to prove through legal action. You may choose to leave the hostile environment instead. Fear of dismissal or retaliation keeps many employees from reporting bullying to their employers. Some employers dismiss the bullying as a personality conflict.

Advancement Concerns Being Passed Over for Promotion It never feels good to be turned down for something, but be gracious about the news. Request a meeting with your supervisor to find out why and what you can do differently to gain a promotion. Below are a few other things you can do to help you get that next promotion: Document your past successes and practice self-promotion so that your coworkers and networking contacts know about your accomplishments. Acquire new knowledge and skills or update your current ones to keep yourself up to date and marketable. Show initiative and leadership by actively look for ways to improve your company. Be proactive and ask for more projects and responsibilities. Find a person higher up in your company to serve as your mentor. Be on good terms with your boss, and let him or her know you are interested in moving up. Volunteer to work on teams. Network with people inside and outside your company.

Glass Ceiling If you feel like you have advanced as far as you can go with your present employer, you have probably reached what is called the "glass ceiling. In addition to working toward any promotion see above , there are ways to combat the glass ceiling: Prove your value to your employer and identify which traits and skills they are looking for when they promote people. Discuss your career goals with your supervisor and how to accomplish them. Nurture your relationships with other people where you work.

Pigeon-Holed This means you have been categorized as someone who is skilled in only certain areas and not considered for any other type of work. This prevents you from moving up or in a new career direction. When this happens, you may feel stuck in your present role at work. Taking the following steps can help: Speak with your supervisor about the issue to find out why you are parked in your present position. Express your desire to do something different.

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Chapter 5 : The Global Citizen Festival in New York Just Got More Accessible for People With Disabilities

Generation Citizen's Policy and Advocacy Team is thrilled to be launching a report, "Through an Action Civics Lens: Policy and Advocacy to Support Effective Civics Education Across the 50 States" in tandem with our Policy and Advocacy Agenda.

People no longer live and work in an insular environment; they are now part of a worldwide economy competing within a global framework. For this reason, profit and non-profit organizations need to become more diversified to remain competitive. Maximizing and capitalizing on workplace diversity is an important issue for management. Supervisors and managers need to recognize the ways in which the workplace is changing and evolving. Managing diversity is a significant organizational challenge, so managerial skills must adapt to accommodate a multicultural work environment. This document is designed to help managers effectively manage diverse workforces. It provides a general definition for workplace diversity, discusses the benefits and challenges of managing diverse workplaces, and presents effective strategies for managing diverse workforces. Companies need to embrace diversity and look for ways to become inclusive organizations because diversity has the potential to yield greater work productivity and competitive advantages.

SHRM Stephen Butler, co-chair of the Business-Higher Education Forum, believes diversity is an invaluable competitive asset. Robinson Managing diversity is a key component of effective people management in the workplace. Black Enterprise Demographic changes, women in the workplace, organizational restructuring, and equal opportunity legislation will require organizations to review their management practices and develop new and creative approaches to managing people. Positive changes will increase work performance and customer service. The number of dual-income families and single working mothers has changed the dynamics of the workplace. Changes in the family structure means that there are fewer traditional family roles. Zweigenhaft and Domhoff Significant changes in the workplace have occurred due to downsizing and outsourcing, which has greatly affected human resource management. Globalization and new technologies have changed workplace practices, and there has been a trend toward longer working hours. Losyk Generally speaking, organizational restructuring usually results in fewer people doing more work. Changes in federal and state equal opportunity legislations have made discrimination in the workplace illegal. These laws specify the rights and responsibilities of both associates, employees and employers in the workplace and hold both groups accountable. Benefits of Diversity in the Workplace Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image. Esty et al. Also, the consequences, loss of time and money should not be overlooked. Challenges of Diversity in the Workplace There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organization. Devoe Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity. Esty et al. Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices could lead to costly litigation. Required Tools for Managing Diversity Effective managers are aware that certain skills are necessary for creating a successful, diverse workforce. First, managers must understand discrimination and its consequences. Second, managers must recognize their own cultural biases and prejudices. Koonce Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary. Koonce Organizations need

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to learn how to manage diversity in the workplace to be successful in the future Flagg Unfortunately, there is no single recipe for success. According to Roosevelt , managing diversity is a comprehensive process for creating a work environment that includes everyone. When creating a successful diverse workforce, an effective manager should focus on personal awareness. Both managers and associates need to be aware of their personal biases. Managers must also understand that fairness is not necessarily equality. There are always exceptions to the rule. Managing diversity is about more than equal employment opportunity and affirmative action Losyk Managers should expect change to be slow, while at the same time encouraging change Koonce Another vital requirement when dealing with diversity is promoting a safe place for associates to communicate Koonce Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogues. Managers should implement policies such as mentoring programs to provide associates access to information and opportunities. Also, associates should never be denied necessary, constructive, critical feedback for learning about mistakes and successes Flagg Conclusions A diverse workforce is a reflection of a changing world and marketplace. Diverse work teams bring high value to organizations. Respecting individual differences will benefit the workplace by creating a competitive edge and increasing work productivity. Diversity management benefits associates by creating a fair and safe environment where everyone has access to opportunities and challenges. Management tools in a diverse workforce should be used to educate everyone about diversity and its issues, including laws and regulations. Most workplaces are made up of diverse cultures, so organizations need to learn how to adapt to be successful. Managing a diverse workforce. Managing a changing workforce: Fortune firms outpace the competition with greater commitment to diversity. Diversity in the power elite: Have women and minorities reached the top? Original publication date June Visit the EDIS website at <http://www.edisweb.com>: The Institute of Food and Agricultural Sciences IFAS is an Equal Opportunity Institution authorized to provide research, educational information and other services only to individuals and institutions that function with non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations.

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Chapter 6 : The challenges of growing a business - and how to meet them

You need to plan for downtime or difficulties in completing regular work tasks while the change occurs. Lack of Consensus If you fail to get everyone on board with the corporate changes, you are.

Madam Speaker I have been instructed that it is a habit or convention of decorum of this House to refer to each other as Honourable. This should not be very difficult for me. As you all are aware I come from a background where this convention applies. We refer to the Honourable Court and learned friends. I am also aware that in neo-classical poetry the assumption is to treat kings as if they were noble and gracious, statesmen as if they were wise and just, soldiers as if they were brave and merciful, ladies as if they were chaste and fair, whatever may actually be the case. We condition ourselves always to clothe people with the garbs and accolades of virtues they are assumed to possess. I would like to urge and challenge all the members of this house to attain and maintain a poise and manner that makes it worthwhile to refer to them as Honourable. An Honourable character and disposition demands of each one of us that we break free of the frozen crust of blind loyalty to persons however powerful they may appear to be. It demands that we act justly regardless of the artificial boundaries of political affiliation. It demands that we strive always to speak the truth and take the citizens of this country into our confidence. An honourable character creates a moral context for the habitual settings of all our actions. I challenge the members of this 11th Parliament, especially on the other side of the isle, to learn to say NO to Executive tyranny. Madam Speaker I have been candid in sharing with you, somewhat informally, the fact that the members on my side of the isle nurse a species of suspicion and skepticism regarding your probity and ability to act fairly in the conduct of the proceedings of this House. I record here and now the assurances you and your Deputy have given me, that you will act most fairly and justly in executing the duties of your offices. I state these issues openly and formally in order to commit you once again to those strenuous assurances and hold you publicly to them. I state them in order to also afford you an opportunity to silence your critics and prove them wrong. What a pleasant surprise that would be. Madam Speaker, please do not disappoint the nation. Permit me while still on this quest to cleanse the word Honourable of all improper accretions, to express our gravest disappointment with the manner in which the Executive has handled the issue of specially nominated Councillors and Members of Parliament. Once again the ruling party has exploited this dispensation to reward proven failures and rejects of the electoral process. It has used this dispensation to dilute and undermine the outcome of the recent elections. I must record the indignant rage felt by us in the opposition and indeed the scornful resentment all reasonable citizens feel at this disgraceful conduct. Madam Speaker there is nothing honourable about the conduct of the Executive in this regard. To force a proper debate on this matter the member for Francistown South, Honourable Winter Mmolotsi, will in due course table a motion in relation to the entire practice and procedure of specially elected Members of Parliament and Councillors. The opposition faced near insurmountable challenges. We faced little to no coverage by the state media, especially Btv, as well as the deployment of Botswana Defence Force aircraft in BDP campaign activity. These were carried out without even an ounce of shame by the Presidency. While many may contend that the elections were generally free it would amount to unconscious fantasies and self-deception to suggest that the elections were fair. It is about time we reviewed our electoral system to avoid the anomalous situation of a minority government commanding only These elections have shattered all illusions of omnipotence and invincibility on the part of the BDP. We in the UDC suffered a crushing blow in the passing of Gomolemo Motswaledi a few months before the elections. Allow me to pay special tribute to him for the contribution he made towards changing the political landscape of this country. It is said that the most fertile seedbed beneath which to sow excellence is the seedbed of excellence. Motswaledi has been such a seedbed for our nation. From beneath his life has emerged a new generation of citizens filled with the spirit of excellence. There has been no other instance in our lifetime when an entire generation arose with such oneness of purpose. Our people have awoken to the gospel that they are powerful beyond measure. That they

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alone hold the key to making this nation great. They have realized that if they willed it they too could cultivate that seedbed that would nurture every flower or crop; their talents could one day catapult them to achieve anything for themselves if they put in effort and creativity. This, Madam Speaker, is our vision, the vision of my movement, the UDC, and the vision of all our people: This is the flame that Gomolemo carried, which now illuminates, eternally, the road ahead of us. It is a vision so crisp and crystal clear. The electorate spoke with stunning eloquence on the 24 October. They embraced this vision. When my nineteen colleagues and I were voted into parliament that day the people of Page 5. Botswana did not just cast their votes in our favour they were, in fact, speaking in a language and voice they had been desperately longing to discover. And they spoke in one language and in one voice. They said they want change; they expect change and they demand change. Change is the language they spoke in. Change is the reason we are here. Change is our job description. And change is what we, all of us here, will live and fight for. We are not the majority party. We are not the party that has formed Government. We do not hold the levers of administrative and executive power to effect the extent of the change that our people deserve. We do not allocate the budget, we do not appoint personnel to key national assignments and we do not coordinate the work of Government institutions. We want the people of Botswana to understand this. The people need to understand this so they are clear that the fullness of our mandate for change can and will come only when the UDC forms Government in Parliament over the next five years is, therefore, to build the foundation for change: Madam Speaker, very often, in the bloated language of bureaucracy sight is lost of the target audience. In his State of the Nation address, the President should have spoken reassuringly to that resident of Gaborone and the other urban areas, who has lost all hope of ever landing a job. He had a duty to speak to the small business person; the street vendor and backbone of the informal sector to whom doom watching has now become a pastime. He was under obligation to speak pointedly and credibly to the many young people whose lives continue to be thwarted and frustrated by landlessness and crippling joblessness. These are flesh and blood individuals not just dry statistics. Otladisa is a young economics graduate from the University of Botswana who is trapped at the margins of subsistence on the meagre earnings he gets from waiting on tables at a local restaurant. He is unable to get a job that accords with his qualifications; an investment threatening to go to muddle and waste. The little boys and girls at Bophirima Primary School as indeed in the rest of the Government schools across the country listened to the glib promise of a world class education being made by the President. They listened for something concrete and serious that spoke to time and circumstance. They waited with bated breath to hear when their school would be favoured with a library where they could, like their counterparts in other upper middle income countries, explore the vistas of uninhibited learning and swim in the wide oceans of the written word in books. These children in the Government schools are expected to, and can indeed, compete with their peers at Northside and Thornhill. The failure by this Government to offer them facilities comparable at the very least to those found in the private primary schools only adds to a residue of bitterness. The workers listened for some indication that the Government has finally come round to taking them seriously as a partner in the development of this country. They waited to hear that the state of affairs in which the laws and institutions regulating their relations with their employer were ignored would be a thing of the past. No such message came through. The whole nation listened for a message in the State of the Nation Address that would inspire and energize. They were left in total disbelief as the President gave them a speech overloaded with the same tired and empty promises he has delivered before. The President misses the critical economic challenges facing our country, both in his diagnosis and in the remedies he proposes. He relies on the National Income Accounting figures to embark on an orgy of self-congratulation and triumphalism. The President flags the fact that the Government budget recorded a surplus of P 7. This assessment suggests that the macro economy is healthy, but it masks structural weaknesses that the President says nothing about. The President owes the nation a duty of candour; to highlight these weaknesses and share with the nation his vision for addressing them. While the figures suggest that Botswana has prospered over the years, this prosperity has not been inclusive. This nation has serious problems of poverty, unemployment, inequality and exclusion. Botswana is

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ranked worse than low income countries like Lesotho in this regard. Madam Speaker, we maintain that the magnitude and persistence of these problems, at levels atypical of upper middle income countries, require the Government and the President to admit that they are structural and need to be addressed as such. These are not decreed by God, they are a result of the policy and strategy choices of this Government. The economy may be working for the business and political elites but it is not working well for poor households that subsist at the margin of the economy, low income workers who toil for eight hours or more a day but do not earn enough to meet the most basic of their needs, public sector workers who have endured stagnating real wages for more than five years, the youth whose dreams for the future are stolen by a failing education system and a Government unable to create employment opportunities for them, rural communities whose resources develop the nation and its capital and create wealth for outsiders but are denied a fair share of the benefits of those resources by government policies, informal, small and medium enterprises that choke under the strain of regulation and a crony form of capitalism that limits their access to business opportunities especially government procurement. Ours is a country under the current President where, according to the World Bank Report a large number of children suffer malnutrition and A large number of children are either not in school or are below their expected grade level. The President extols his prudent economic and financial management and offers it as the reason the country survived the global financial crisis with minimum impact on the domestic economy. This conjures up the spectacle of that lizard in West African literature, which jumped from the highest point of the iroko tree and proceeded to sing its own praises. What the President does not tell Batswana is that despite the Global Financial Meltdown the Gross Domestic Product has been rising for the past nine years except for The Government cannot pride and congratulate itself for having saved jobs when the reality is that the Government failed to create any meaningful jobs for the past nine years despite a higher expenditure in that period. The Government has spent up to P 45 billion in without any meaningful improvement in the welfare of Batswana. The only explanation to all this expenditure without returns is that there is a culture of corruption and impunity in Botswana with no accountability at all. This President and his Government have presided over the worst kind of Government waste. The Government could not create jobs for Batswana because billions of Pula have been lost through corruption by politicians and Government officials. He was referring to the following: The fact of the matter is that on an objective assessment, for the past sixteen and a half years when President Khama worked either as Executive Vice President responsible for Project Implementation and as President, the country has lost billions of Pula through wasteful spending and corruption.

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Chapter 7 : Workplace Challenges | CAREERwise Education

Summary available The involvement of citizens in the political process is an essential part of democracy. Tactics and strategies for increased citizen participation in local governance can be seen around the globe.

Explore the latest strategic trends, research and analysis The oldest and simplest justification for government is as protector: And indeed, when the chaos of war and disorder mounts too high, citizens will choose even despotic and fanatic governments, such as the Taliban and ISIS, over the depredations of warring bands. The idea of government as protector requires taxes to fund, train and equip an army and a police force; to build courts and jails; and to elect or appoint the officials to pass and implement the laws citizens must not break. Regarding foreign threats, government as protector requires the ability to meet and treat with other governments as well as to fight them. This minimalist view of government is clearly on display in the early days of the American Republic, comprised of the President, Congress, Supreme Court and departments of Treasury, War, State and Justice. Protect and provide The concept of government as provider comes next: Government in this conception is the solution to collective action problems, the medium through which citizens create public goods that benefit everyone, but that are also subject to free-rider problems without some collective compulsion. The basic economic infrastructure of human connectivity falls into this category: All of this infrastructure can be, and typically initially is, provided by private entrepreneurs who see an opportunity to build a road, say, and charge users a toll, but the capital necessary is so great and the public benefit so obvious that ultimately the government takes over. A more expansive concept of government as provider is the social welfare state: As the welfare state has evolved, its critics have come to see it more as a protector from the harsh results of capitalism, or perhaps as a means of protecting the wealthy from the political rage of the dispossessed. At its best, however, it is providing an infrastructure of care to enable citizens to flourish socially and economically in the same way that an infrastructure of competition does. It provides a social security that enables citizens to create their own economic security. The future of government builds on these foundations of protecting and providing. Government will continue to protect citizens from violence and from the worst vicissitudes of life. Government will continue to provide public goods, at a level necessary to ensure a globally competitive economy and a well-functioning society. But wherever possible, government should invest in citizen capabilities to enable them to provide for themselves in rapidly and continually changing circumstances. Not surprisingly, this vision of government as investor comes from a deeply entrepreneurial culture. They want the government to heavily fund education, encourage more active citizenship, pursue binding international trade alliances and open borders to all immigrants. Put into practice, however, government as investor will mean more than simply funding schools and opening borders. If government is to assume that in the main citizens can solve themselves more efficiently and effectively than government can provide for them, it will have to invest not only in the cultivation of citizen capabilities, but also in the provision of the resources and infrastructure to allow citizens to succeed at scale.