Section II

Examining Specific Groups and Categories

Chapter 5

Latinos/Hispanics
Chapter Objectives

After completing this chapter, readers should have a greater understanding of Hispanics and diversity in organizations. Readers can expect to

- understand the historical background and current status of Hispanics in the United States.
- understand the effects of higher population growth rates among Hispanics on diversity issues.
- examine diversity in education, participation rates, employment, and income levels among Cuban, Puerto Rican, and Mexican Hispanics in the United States.
Chapter Objectives (cont’d)

After completing this chapter, readers should have a greater understanding of Hispanics and diversity in organizations. Readers can expect to

- be able to discuss employment experiences of Hispanics, focusing on those of Latinas, immigrants, and managers and professionals.
- examine the experiences of Hispanics with police misconduct and racial profiling.
- discuss aspects of the growing Latino consumer market.
- understand individual and organizational measures that can be used to improve organizational experiences of Hispanics.
Terminology

• Who is Hispanic (Latino)?

- The U.S. Census Bureau describes Hispanics as people who identify themselves as having Mexican, Puerto Rican, Cuban, or other Spanish origin or culture, regardless of race.

- Many Latinos view their race as being cultural, often variable, and contextual.

- Hispanics experience discrimination based on skin color as well as ethnicity.
History of Hispanics in the United States

Hispanics in the United States

Mexicans

Puerto Ricans

Cubans
Selected EEOC Settlements

- EEOC v. Anchor Coin d/b/a Colorado Central Station Casino, Inc.
  - English-only rules

- EEOC v. Campbell Concrete of Nevada, Inc.
  - Stereotyping and retaliation

- EEOC v. Phase 2 Co.
  - Discriminatory working conditions, disparagement, and termination
When are English-only rules legal?

• English-only rules are justified:
  - For communications with customers, coworkers, or supervisors who only speak English
  - In emergencies or other situations in which employees must speak a common language for safety reasons
  - For cooperative work assignments in which speaking English promotes efficiency
  - To enable supervisors who only speak English to monitor the performance of employees who speak with coworkers or customers as part of their job duties
Figure 5.1  *Hispanics by Origin: 2002.*

- Mexican, 66.9%
- Central & South American, 14.3%
- Puerto Rican, 8.6%
- Cuban, 3.7%
- Other Hisp, 6.5%

Source: Adapted from U.S. Census Bureau, Annual Demographic Supplement to the March 2002 Current Population Survey.
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<tbody>
<tr>
<td>Hispanic</td>
<td>35.31</td>
<td>35.65</td>
<td>37.06</td>
<td>38.48</td>
<td>39.90</td>
<td>41.32</td>
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<td>White alone</td>
<td>32.53</td>
<td>32.85</td>
<td>34.19</td>
<td>35.53</td>
<td>36.87</td>
<td>38.22</td>
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<td>Black alone</td>
<td>1.39</td>
<td>1.40</td>
<td>1.44</td>
<td>1.47</td>
<td>1.50</td>
<td>1.54</td>
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<td>American Indian/Alaska</td>
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<tr>
<td>Native</td>
<td>0.57</td>
<td>0.57</td>
<td>0.58</td>
<td>0.59</td>
<td>0.61</td>
<td>0.62</td>
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<tr>
<td>Asian</td>
<td>0.23</td>
<td>0.23</td>
<td>0.24</td>
<td>0.25</td>
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<td>0.26</td>
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<tr>
<td>Native Hawaiian/Pacific</td>
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<tr>
<td>Islander</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.11</td>
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<tr>
<td>Two or more races</td>
<td>0.49</td>
<td>0.50</td>
<td>0.52</td>
<td>0.54</td>
<td>0.56</td>
<td>0.58</td>
</tr>
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</table>

*Population estimates in millions.

Figure 5.2  Population by Hispanic Origin and Educational Attainment: 2002.


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Figure 5.3  Educational Attainment of Population 25 Years and Over: 2003.


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Table 5.2  Population with At Least a High School Education by Detailed Hispanic Origin: 2002

<table>
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<tr>
<th>Detailed Hispanic Origin</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Mexican</td>
<td>50.6</td>
</tr>
<tr>
<td>Central and South American</td>
<td>64.7</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>66.8</td>
</tr>
<tr>
<td>Cuban</td>
<td>70.8</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>74.0</td>
</tr>
<tr>
<td>All Hispanic</td>
<td>57.0</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>88.7</td>
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<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic*</th>
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<tr>
<td>Less than H.S.</td>
<td>8.8</td>
<td>7.8</td>
<td>13.9</td>
<td>9.5</td>
<td>8.2</td>
</tr>
<tr>
<td>H.S. graduate</td>
<td>5.5</td>
<td>4.8</td>
<td>9.3</td>
<td>5.6</td>
<td>5.9</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>5.2</td>
<td>4.5</td>
<td>8.6</td>
<td>6.4</td>
<td>5.8</td>
</tr>
<tr>
<td>Associate degree</td>
<td>4.0</td>
<td>3.6</td>
<td>6.2</td>
<td>5.2</td>
<td>5.3</td>
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<tr>
<td>Bachelor’s and higher†</td>
<td>3.1</td>
<td>2.8</td>
<td>4.5</td>
<td>4.4</td>
<td>4.1</td>
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</table>

*Persons whose ethnicity is Hispanic are classified by ethnicity as well as by race.
†Bachelor’s and higher includes persons with bachelor’s, master’s, professional, and doctoral degrees.

Race, Hispanic Ethnicity, and Employment Outcomes

• **Race**
  
  » *Hispanics who are White have higher incomes and lower unemployment and poverty rates than Black and other-race Hispanics.*

• **Immigrant Status**
  
  » *Immigrant status is associated with lower education and lower wages, but not with lower employment levels—the stereotype of the eager immigrant.*

  - **EEOC v. Rivera Vineyards, Inc., d/b/a Blas Rivera Vineyards, et al.**
    
    – *Exploitation and abuse of Latinas*
Latinas at Work

- **Household Domestic Workers**
  - Reduces the likelihood of detection and deportation but creates a greater likelihood of exploitation.
  - Provides no benefits, no contributions to retirement programs, and no contributions to social security.

- **Bilingualism: An Uncompensated Skill**
  - Bilingual employees are often called upon to assist monolingual English speakers with their work tasks.
  - Employers have refused to recognize language as a marketable skill and have refused to provide wage differentials to compensate for the skill.
Latinos as Customers

• The Marketing Advantage
  - Hispanic dominant—those who prefer to speak Spanish and have a strong desire to maintain their Hispanic culture.

• Hispanic Customers
  - Are enthusiastic about shopping
  - Prefer paying cash
  - Are more affected by advertising and marketing
Successful Diversity

• Individual Latinos
  - Should obtain as much education as possible.
  - Should carefully investigate prospective employers for evidence of support for or bias against Latinos.
  - Who are bilingual should actively pursue positions in which bilingualism is valued and compensated.

• Organizations
  - Have policies that specifically address unfair treatment of Latinos.
  - Take proactive measures to increase representation of Latinos in their workforce.
Key Term

• Employment hardship