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Evaluating an Existing Training Design in a New Context: All-Inclusive Multicultural Diversity Program

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Evaluating an Existing Training Design in a New Context:
All-Inclusive Multicultural Diversity Program

by

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ABSTRACT

The extent to which diversity has positive or negative effects on an organization can be attributed to the way in which diversity is managed (most commonly through diversity training). More often than not, organizations fail to validate training, therefore the current study adapted a training that successfully changed manager attitudes in a different context and implemented a perspective taking approach using language that was all-inclusive in order to determine if it was better at changing diversity relevant attitudes and behaviors than standard diversity training models. The results indicate that the training was effective in improving diversity relevant attitudes. Additionally, the results supported full mediation for the role of attitude change in inducing behavioral change. Results from the study provide both researchers and practitioners with practical implications for both research and practice in the fields of diversity and inclusion, as well as training design.

CHAPTER ONE:

INTRODUCTION

Rapid changes in the work environment have given rise to an increasingly diverse work force. Diversity, in the current study, is defined as "differences between employees on any attribute that may lead to the perception" of differences (van Knippenberg & Schippers, 2007, p. 517). Organizations are taking note of the importance of diversity, and have been highlighting the "business case" for diversity (Kalinoski et al., 2013) by specifically arguing its value to the bottom line (e.g., increased minority representation in the organization results in greater market access to minority consumers; Bendick, Egan, & Lofhjelm, 2001). This business case has since expanded to include other indices of organizational performance including organizational effectiveness, productivity, and employee morale (Gilrane, McCausland, King, & Jones 2013). Moreover, improvements in technology, legislative changes, and political developments have pushed organizations to be more global to stay competitive. Most recently, legislation such as the Employment Non Discrimination Act and the repeal of 'Don't Ask Don't Tell' are expanding the definitions of protected groups to include sexual minorities, preventing organizations from making selection and retention decisions based on employees' sexual orientation. Furthermore, the ratio of males to females in the workplace is close to equal, and the number of racial and ethnic minorities in the workplace continues to increase (Toosie, 2006). Consequently, organizations are increasingly comprised of diverse workforces across a variety of characteristics (e.g., age, race, gender, ethnicity, sexual orientation, and knowledge/skills/abilities; United Nations Statistics Division, 2009; U.S. Department of Labor, 2008).

Despite the seemingly beneficial practical value, researchers caution that a diverse workforce, in and of itself, does not always have positive effects. For example, Van Knippenberg

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et al. (2004) theorize that diversity can negatively influence the organization through the social categorization perspective. This posits that group members draw on similarities and differences in groups when categorizing group members into ingroup and outgroup members. Van Knippenberg and Dijksterhuis (2000) describe social categorization as the psychological process through which individuals draw meaningful inferences (i.e., inferences that serve some purpose or function to the evaluator) about individuals based solely on group membership. This perspective suggests that homogenous groups will perform better than heterogeneous groups based solely on the idea that work group members will be more positively disposed towards more similar group members. Alternatively, however, a second mechanism that explains why diversity is beneficial to organizations is the information/decision making perspective (van Knippenberg et al., 2004). This posits that diverse groups have access to a wider scope of knowledge, skills and experiences than homogeneous groups. By capitalizing on access to this breadth of novel knowledge, skills, abilities, and other characteristics (KSAO's), diverse groups have the potential to outperform groups where all the members have similar KSAOs.

Consistent with van Knippenberg and colleagues' (2004) opposing perspectives, the literature on the effects of diversity in organizations has yielded inconsistent results, providing little consensus in terms of whether diversity has a positive or negative effect on organizational outcomes (e.g., Bezrukova, Jehn, & Spell, 2012; Fouche, De Jager & Crafford, 2004; Gilrane et al., 2013; Jones, King, Nelson, Geller & Bowes-Sperry, 2013; King, Dawson, West, Gilrane, Peddie & Bastin, 2011; van Knippenberg, De Dreu, & Homan, 2004). For example, diversity has been found to have a positive effect on innovation, breadth of information, and performance (Ancona & Caldwell, 1992; Bantel & Jackson, 1989; Cox, Lobel, & McLeod, 1991; Jehn, Northcraft & Neale, 1999; Simons, Pelled & Smith, 1999). However, diversity has also been

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shown to result in increased conflict and reduced cohesion (Jehn et al., 1999) which hampers performance outcomes

Van Knippenberg et al. (2004) offer their Cognitive Elaboration Model (CEM) as a proposed explanation for these inconsistencies, arguing that the benefits of diversity are only achieved through the successful navigation of interactions between diverse group members, to disentangle novel task relevant information, skills, and experiences that can serve to promote successful task performance. They suggest that conflict itself is not necessarily bad. When *managed appropriately*, it can actually lead to the elaboration (i.e., exchange of information and perspectives within a group, along with the discussion and integration of its implications; van Knippenberg et al., 2004) of task relevant information. Proper training can serve to support this exchange of ideas in a constructive and efficient way, preventing individuals from drawing on inaccurate and prejudicial stereotypes, and helping to keep them open to the ideas of minority group members in order to receive the benefits of the information they are conveying, as well as to prevent them from behaving in a manner that could potentially hurt or alienate outgroup member co-workers.

Although a recent meta-analysis purports that diversity training demonstrates positive effects on affective, cognitive and skill-based outcomes overall (Kalinoski et al., 2013), the lack of consistency in the primary studies suggests that merely having a diversity training initiative is necessary, but not sufficient, to instigate the elaboration that van Knippenberg argues is necessary to fully reap the benefits of a diverse workforce. The issue stems from the fact that the majority of diversity training initiatives are focused on raising diversity awareness, while failing to succeed in changing trainee attitudes towards diversity. Attitudes can be defined as a psychological tendency to view a particular entity with some degree of favor or disfavor (Blair,

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Dasgupta & Glaser, 2015). The issue with diversity training is that, traditionally, it focuses mainly on raising trainees' awareness of diversity, while neglecting the ways in which trainees feel about diversity. Essentially, if the goal of raising diversity awareness is met with success while the goal of shifting attitudes is not, this may end up resulting in actually harming the organization by capitalizing on group differences without highlighting the appreciation of those differences. Indeed, many diversity training initiatives solely aimed at raising awareness has not demonstrated consistent positive outcomes across industries (Kulik & Roberson 2008). Thus, training must not just raise awareness of diversity, it must also drive attitudinal changes about the benefits of differences.

The importance of attitudinal change as a key driver influencing the extent to which diversity will benefit organizations has been echoed in theory. Specifically, van Knippenberg and colleagues (2004) posit that the extent to which diversity results in positive outcomes for group performance is, in part, driven by the affective reactions of the group members following social categorization (i.e., comparative fit, normative fit, and cognitive accessibility). They further argue that affective reactions are driven by three processes. Cognitive accessibility is described as the ease with which one forms and activates categorizations based on perceived differences (e.g., "this person is a male" vs "this person is female"). Normative fit refers to the extent to which an individual makes subjective sense of the categorization (i.e., the extent to which this categorization has meaning to the evaluator; e.g., "I believe that males are better leaders than females"). Finally, comparative fit refers to the ease with which group members are able to categorize themselves in relation to others (e.g., "I am a better fit for this leadership position than that woman because I am a male"). Such categorizations are easier to make in a group with fewer sub-categorizations (e.g., Black and White members). Relying on these assumptions (as we can

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see in the example described above) often lead to erroneous conclusions as they are based on stereotypes and not facts (van Knippenberg et al., 2004).

The underlying conclusion is that organizations must find ways to elicit positive attitudinal changes about the benefits of an increasingly diverse workforce to ensure optimal outcomes (Gilrane et al., 2013). And yet, research indicates that often times, diversity training, the very intervention by which an organization seeks to improve attitudes towards diversity within the workforce, has often had the opposite effect (Briggs, 2002; Pendry, Driscoll, & Field, 2007; Wiethoff, 2004). Negative affective reactions to diversity training have also been linked to poor training outcomes (e.g., poor transfer of training; Holladay & Quiñones, 2005). The key towards implementing attitude change is shifting the conversation from one of assigning blame or identifying with the characteristics of one's own group, to one of growth and promoting awareness of the benefits of a variety of characteristics. The way such training is framed and implemented can guide participant reactions and attitudes toward diversity in a positive, solutions based direction (Holladay, Knight, Paige, & Quiñones, 2003). This provides training designers the opportunity to create positive changes rather than fostering resentment towards diversity and minority group members (LaCour, 2012).

The current paper will rely upon van Knippenberg's model (2004), seeking to improve affective reactions to diversity training and diversity-relevant behaviors by influencing trainees' attitudes and modifying their comparative and normative fit with outgroup members. Specifically, this paper evaluates implementation of a validated training design that attempts to capitalize on the strengths of each approach to diversity while at the same time addressing each approach's shortcomings.

To achieve this goal, the following sections begin with a brief exploration of the two main paradigms regarding how organizations approach diversity, highlighting the strengths and weaknesses of each approach to managing diversity. The next section highlights how those schools of thought have been implemented, focusing on boundary conditions that have improved and hindered positive outcomes. Finally, having looked at how others have implemented diversity training, the last section will present the current training intervention, detailing the training design and evaluation analysis.

Approaches to Managing Diversity

Effectively managing the increasing levels of diversity in the workforce has been identified as a critical feature and one of the major issues facing organizations (Cox & Blake, 1991; Mor Barak, 2011). This section will touch on two main approaches to managing diversity, focusing on strengths/limitations of each approach, and the boundary conditions under which each approach has been met with either success or failure. It is important to note that each of these approaches seeks to promote positive relationships between members of various groups (e.g., racial, gender-based, sexual identity based groupings). However, the ways in which these approaches go about meeting these goals differ, and each approach has its own unique strengths and challenges.

Colorblind Approach

The colorblind ideology of organizational diversity is the belief that differences between groups/social categorizations ought to be ignored, and that everyone is essentially the same, and relies heavily on ideals of meritocracy and assimilation (e.g., Apfelbaum, Pauker, Sommers, & Ambady, 2010; Apfelbaum, Sommers, & Norton, 2008; Liberman, 2013; Park & Judd, 2005; Plaut, 2003; Plaut, 2010; Plaut, Garnett, Buffardi & Sanchez-Burks, 2011; Stevens, Plaut, &

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Sanchez-Burks, 2008). This strategy came about as a result of interpreting theory in social psychology stating that social categorization was a factor contributing to the occurrence of prejudice and was used to explain intergroup hostilities (Park & Judd, 2005). Consequently, the colorblind strategy aims at eliminating the occurrence of prejudice by reducing, or de-emphasizing the categorizations that result in our perceiving/acknowledging the existence of outgroups.

This conclusion, however, may be misleading. Park and Judd (2005) identify two issues with that argument: First, it remains to be supported by empirical evidence that ignoring group differences is effective in reducing the occurrence of discrimination. Second, social categorization is a crucial function of basic human cognition, requiring that we search for a different approach to reducing discrimination against outgroup members than simply ignoring the fact they are different than us. This strategy is most commonly witnessed in majority group members (e.g., Whites, heterosexuals, males) reluctance (or refusal) to even so much as acknowledge differences in race/gender/ethnicity/religion/sexual orientation in social interactions (Apfelbaum et al., 2008). Although this may be well-intentioned, the implications are insidious and potentially harmful.

Apfelbaum et al. (2010) assessed the impact of implementing a colorblind strategy (vs. another ideology described below, multiculturalism) and found the unintended side-effect of a decreased likelihood to detect instances of explicit discriminatory behaviors. The inherent danger here is that even as a message of equality is explicitly being communicated to diversity program participants, the behaviors fail to line up, effectively convincing minority group members that the problem (discrimination) does not actually exist. Other negative outcomes of adopting the colorblind strategic approach of diversity include decreased engagement for minorities (Plaut,

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Thomas & Goren, 2009), as well as an increased perception of prejudice for minorities, majority

group members being perceived as less friendly, as well as resulting in interference with

executive functions of majority group members (as evidenced via Stroop test; Apfelbaum et al.,

2008). Furthermore, said interference served to mediate the relationship, with the authors

surmising that the active effort to suppress mention of race during the social interaction occupied

executive functions to the extent that participants were then unable to engage in affiliative

behaviors aimed at establishing warmth and camaraderie, thus being perceived as being

unfriendly (Apfelbaum et al., 2008). The same article also found that the external motivation to

avoid prejudice (i.e., fear of appearing biased to others) predicted endorsing the colorblind

approach. This is especially alarming, as policy and decision makers in organizations are likely

to share the concern of appearing biased, and that despite all of these negative outcomes

associated with endorsing colorblindness, this approach is the most common model followed in

the majority of American organizations (Apfelbaum et al., 2010; Thomas & Ely, 1996).

Multicultural Approach

The second school of thought, commonly referred to as the multicultural approach,

entails the active acknowledgement and celebration of differences associated with demographic

and social identities (Cox, 1991; Liberman, 2013; Plaut, 2010; Plaut et al., 2011). Although both

colorblindness and multiculturalism aim to eliminate discrimination from organizations, they

differ in the approach they take to bring this goal to fruition. Where colorblindness attempts to

ignore the fact that differences exist, multiculturalism embraces these differences and does not

approach different demographic and social categorizations as something to be avoided, but rather

celebrates the uniqueness they bring to an organization. This approach was first conceptualized

upon observing industry leaders such as Hewlett Packard, Motorola, and Proctor & Gamble Co.,

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taking steps to demonstrate support of their diverse workforce by providing training and other resources targeting cultural sensitivity, differences in communication styles, "onboarding", and providing classes in English as a second language (ESL) to minority group members at the organization's expense and on company time (Cox 1991). Other initiatives include Xerox, PepsiCo, ExxonMobil, IBM, and McDonald's fast track and minority talent identification programs, aimed at providing career enhancement advice and opportunities for minority group members (Cox, 1991). These efforts bear testament to the organization that it values all of its employees and the richness the diversity of their backgrounds brings to the organization, as opposed to the colorblind approach, which values all of its employees *despite* the diversity of their backgrounds.

There have been numerous benefits associated with endorsing the multicultural approach to diversity as opposed to a colorblind approach. A study by Richeson and Nussbaum (2004) explores the effects of inducing a multicultural vs a colorblind ideology on implicit attitudes towards minorities using an implicit association test (IAT). This technique gets at implicit attitudes by measuring response times when having to associate two categories with either positively or negatively-valenced items. Shorter response times serve as an indication that it is less cognitively taxing to form an association with the social category being questioned with positively or negatively-valenced items. The results indicated that there were significantly shorter response times between associating Black targets with positively-valenced descriptors for participants induced with a multicultural ideology vs colorblind ideology. This suggests that it is easier for individuals to associate Black targets with positive things when they are primed to approach diversity from a multicultural approach than a colorblind approach. These results also extended to explicit racial attitudes. Other relevant outcomes include greater psychological

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engagement (Plaut et al., 2009), organizational learning, development, minority representation in influential organizational positions, and increased product innovation (Ely & Thomas 2001), as well as acceptance of outgroup members by majority group members, and greater ingroup positive evaluations by minorities (Verkuyten, 2005).

Despite the overwhelming support for this approach, it remains underutilized by organizations (Apfelbaum et al., 2010; Thomas & Ely, 1996). One reason, as mentioned above, is that when individuals are externally motivated to avoid appearing prejudiced, they tend to avoid acknowledging race altogether (Apfelbaum et al., 2008). The other reason organizations may seem reluctant to embrace multicultural values is that doing so requires them to acknowledge the uniqueness and plurality of identities other than the dominant (i.e., "White") identity, which can make that dominant identify feel excluded (Dumani, Macoukji & Shen, 2012; Morrison, Plaut & Ybarra 2014; Unzueta & Binning 2010). It is no wonder, then, that majority group members appear reluctant to embrace multiculturalism, as it may be seen as posing a threat to their own identity. Consequently, when implementing multicultural approaches to diversity, a key issue is noncompliance on behalf of non-minorities, attributed in part to the fact that multicultural approaches are seen as primarily favoring minorities (Brief et al., 2005; Kalev, Dobbins & Kelly, 2006). Furthermore, we see that, historically speaking, senior level positions have been held by majority group members (i.e., White males; Hanover & Cellar, 1995; Kidder, Lankau, Chrobot-Mason, Mollica, & Friedman, 2004; Sanchez & Medkik, 2004), the group that identifies the least with multicultural approaches to diversity. Therefore, at first glance, while multiculturalism seems to be the panacea to the world's diversity problems, it might also trigger a backlash from majority group members in the form of overt, explicit incidents of discrimination, as well as more subtle forms (i.e., not speaking up when witnessing

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discrimination, avoidance of difference, stonewalling against diversity policies and initiatives; Linnehan & Konrad 1999; Thomas & Plaut 2008).

As mentioned above, despite the seemingly obvious positive effects of the multicultural approach, there remain issues with implementation. One example can be found in *Making Diversity Work*, a tech report published by the University of South Australia and the Melbourne Business School, of a largescale study across 800 organizations in Australia. The study compared different approaches to diversity, examining the effectiveness of these approaches by looking at various organizational outcomes. In their report, they describe two different approaches to diversity: Diversity-Conscious (multicultural) vs. Diversity-Blind (colorblind). Active approaches consisted of at least one of two elements of multiculturalism (incorporating selection recruitment, or learning and effectiveness). Blind approaches consisted of at least one of two elements of colorblindness (people are people approach – ignoring demographics entirely or stating diversity was a non-issue entirely). They reported an interaction effect such that organizations with higher levels of workforce diversity that took active approaches towards diversity had higher organizational performance (financial performance and labor productivity), better employee attraction and retention, reduced turnover, and higher job engagement (Kulik & Metz, 2011). Similarly, they found that taking active approaches to diversity resulted in poorer organizational performance, poorer HR performance, and higher turnover in organizations low in diversity (with the opposite being true for blind approaches in low diversity organizations; Kulik & Metz 2011). .

These results suggest that active approaches to diversity have failed to reliably achieve the desired results in organizations low in diversity. The possibility exists that the problem may stem in the way diversity has been conceptualized traditionally, and the often negative affective

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responses from majority group members in response to traditional diversity jargon (Dumani et al., 2012; Unzueta & Binning 2010). As mentioned above, it is commonly the case that such individuals feel as if the term diversity excludes them (as they are not members of a disadvantaged group; Dumani et al., 2012; Unzueta & Binning, 2010). They may feel singled out and implicated, presumed to be guilty of discriminatory behaviors when such behaviors actually stem from implicit attitudes, and are thus, by definition, outside their conscious control (Blair et al., 2015).

Putting Theory into Practice: Building on Past Research to Develop Better Training

Regardless of their particular approach to diversity, organizations often rely on diversity training in hopes of eliciting the beneficial outcomes often thought to be associated with a diverse workforce. Lindsey, King, Hebl, and Levine (2014) looked at how various factors influenced diversity training effectiveness, both on behalf of the organization (i.e., method of training and motivation) and factors that relate more to the trainee (i.e., empathy). The study compared three different methods: *(a)* perspective taking, *(b)* goal setting, and *(c)* stereotype discrediting. The perspective taking approach consisted of the active consideration of the experiences of others, taking special notice of how those experiences may differ from one's own, and was found to be the most effective in positively influencing diversity related attitudes and behaviors. They then looked to motivation as a mediator explaining the relationship between training method and training success. Motivation referred to whether individuals were internally motivated to improve interactions with dissimilar others, or whether their motivations were externally centered (i.e., driven by fear or avoidance of some undesirable consequence, due to either legal or organizational policy). The study indicated that internal motivation successfully mediated the relationship between the training method implemented and diversity related

attitudes and behaviors. The practical implications from this study suggest that successful diversity training programs ought to employ a perspective taking approach and that doing so will have better diversity related outcomes by internally motivating employees to improve how they go about interacting with individuals they perceive as being different from themselves.

How then, should we capitalize on previous research in terms of creating a training program that integrates factors found to be most effective at garnering the positive organizational outcome effects of a diverse workforce while simultaneously avoiding the pitfalls inherent in both the colorblind approach and the multicultural approach? One idea is an adaptation of traditional multiculturalism, referred to as all-inclusive multiculturalism (AIM; Stevens et al., 2008), wherein all employees are acknowledged and uniqueness is valued across all trainees (minority and majority members alike). AIM addresses the shortcomings of both the colorblind and multicultural approach by acknowledging that the social categorizations to which individuals belong have special meaning and consequences for individuals, and explicitly does so for members of all groups, including majority group members. Although this is a newly proposed approach to diversity, early evidence suggests that using an AIM approach results in stronger association of inclusion of Whites along with minorities than multiculturalism alone (Stevens et al., 2008). Suggestions for translating AIM into implementation of diversity initiatives include crafting language to be all-inclusive, being sensitive to both minority and majority group members, and providing organizational structures and policies to benefit both minority and majority group members (Stevens et al., 2008).

A more targeted solution is to incorporate the AIM approach with an evidence-driven training initiative to deliver the message that employees from all socially categorized groups are valued and welcome members of the organization. To appropriately design any training program,

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one must first identify the specific objective of the training (Kraiger & Culbertson, 2013; Salas & Canon-Bowers, 2001). Drawing upon van Knippenberg's work, as described previously, effective training must not only raise awareness, but also instigate attitudinal change. Thus, the scope of the current training focuses on these two outcomes: raising diversity awareness and attitude change.

Raising diversity awareness can be conceptualized as the extent to which training makes trainees aware of their attitudes and beliefs towards minority group members, and how those attitudes and beliefs may influence their behaviors (Rynes & Rosen, 1995; Hanover & Cellar, 1998). The second goal is changing attitudes towards diversity. Attitudes towards diversity can be conceptualized as the affective and cognitive reactions of trainees towards diversity and minority group members (Sanchez & Medkik, 2004; Hanover & Cellar 1995). Of the two goals, changing attitudes towards diversity is by far the more challenging objective.

Changing Attitudes

One of the latest trends in attitude research has been the extent to which attitudes are mutable. Blair et al., (2015) present two processing pathways through which attitude change is possible: "(1) in response to fairly passive information processing that requires minimal deliberation and awareness and (2) in response to more active information processing with deliberation and awareness" (p. 679). When applied to shifting attitudes towards minorities, an example of passive information processing would be exposure to minority group members, breaking stereotypes by allowing the target to recognize that such stereotypes do not apply to all group members. A caveat to this approach is that individuals' attention to stereotype-disproving experiences is selective, as demonstrated by confirmation bias (i.e., the tendency to seek out experiences or data that confirm our existing beliefs; Klayman & Ha, 1987). Attitude change

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through this passive approach is more subject to confirmation bias, as it inherently relies on the subject's seeking out disconfirming evidence, a behavior that is known not to occur naturally, without prompting or direction to do so from an external source. Attitude change through active information processing could be achieved by implementing a training intervention, meant to induce targets to focus on stereotype breaking experiences they have had, but may not have initially recognized them as such. This approach is less susceptible to confirmation bias as it actively instructs participants to rely on past experience to identify salient stereotype disproving events.

Heslin, Latham, and VandeWalle (2005) created just such a training based on Aronson's (1999) self-persuasion theory, whereby changes in attitudes and beliefs in others may be achieved by having the individuals participate in various training modules. For the purpose of their study, this training was adapted to shift the perceptions of managers in terms of their Implicit Personality Theory (IPT; Schneider, 1973). Specifically, they were trying to determine whether they could move individuals from an entity perspective toward an incremental view. Entity theorists tend to believe that individuals' traits (and their corresponding levels of performance) are fairly static and do not change over time. Alternatively, incremental theorists tend to believe that individuals' traits are malleable and thus, people are capable of both growing as well as declining in terms of performance and in other dimensions (Chiu, Hong, & Dweck, 1997; Dweck, Chiu, & Hong, 1995). Being sensitive to shifts in performance, Heslin et al., (2005) sought to induce a more incrementalist perspective that held over time. Their training not only demonstrated immediate improvements in terms of increasing incrementalism amongst managers, but also demonstrated longer lasting effects (i.e., the shift remained consistent six weeks post-training).

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Heslin et al., (2005) presented the training in five modules. The modules included presentation of (1) scientific testimony, (2) counter-attitudinal reflection, (3) counter-attitudinal advocacy, (4) counter-attitudinal idea generation, and (5) a cognitive dissonance induction, all based on theories of self-persuasion (Aronson et al., 1991; Dickerson, Thibodeau, Aronson, & Miller, 1992; Stone, Aronson, Crain, Winslow, & Reid, 1994). This design aligns well with the science of training (Kraiger & Aguinis 2001) as these modules provide necessary knowledge and demonstration of key ideas as well as opportunities for practice with feedback. The idea behind self-persuasion induction is basically that the target is being presented with arguments that he or she will find most convincing, precisely because the arguments are being produced by the source he or she finds most credible: him or herself (Pratkanis & Aronson, 2001).

In the first module *'Scientific Testimony,'* participants were provided with theory/scientific evidence supporting the claims that individuals are indeed capable of changing. In the second module '*Counter-attitudinal Idea Generation,*' participants were asked to provide at least three reasons why it is important to realize that people can develop their abilities. They were instructed to also include implications for both themselves and for the employees they would be managing.

During the third module '*Counter-attitudinal Reflection.*' participants were asked several two-part questions. First, they were asked to recall and describe an area in which they once had low ability and now excelled, and how were they able to make that change. Next, they were asked to provide the initials of a coworker who was once a poor performer, but now performed quite well at work. Then, they were asked to provide the reason behind the coworker's improvement. Finally, they were asked to provide the initials for a poorly performing co-worker,

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identify what dysfunctional strategies this coworker uses that prevents successful performance, and indicate how this coworker's performance could be improved.

In the fourth module '*Counter-attitudinal Advocacy,*' participants were provided with a hypothetical situation in which they are mentoring someone at work that is struggling with a performance related issue. Participants were then asked to write a persuasive letter of advice to their hypothetical mentee. Participants were instructed when writing the letter to rely on relevant ideas about the relationship between personal dispositions and performance, as well as personal anecdotes about how the participant dealt with similar situations.

Finally, in the fifth module '*Cognitive Dissonance Induction,*' participants were instructed to recall three instances in which they witnessed somebody learn to do something they were convinced that person could never do. Finally, they were asked to provide reasons as to what factors they believe led to this occurrence of an individual surpassing perceived limitations. Finally they were instructed to reflect on the implications of this occurring.

Although the training described above provides a viable example of how attitudes were successfully modified through a carefully designed and controlled training intervention, there have been no efforts to date to apply this successful approach to solving the issues facing increasingly diverse organizations. The current effort adapted the modules described above, such that rather than adjusting participants' perceptions regarding people's ability to change over time, the training modules instead focus on people's attitudes regarding the importance and value of diversity.

Training Evaluation

The question then becomes how does one determine the extent to which such training is effective? To better understand what constitutes "successful" training, it would be beneficial to

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explore how training is evaluated and validated. Thus, the next section will involve a brief review of the training validation/evaluation literature followed by the current application of this model of attitude change and ensuing behaviors targeting the improvement of attitudes toward diversity and diversity-relevant behaviors.

Training has been reported as the most common component in managing diversity, and provides organizations the opportunity to both increase awareness as well as to impart trainable skills to employees and managers alike towards more effectively managing diversity (Jayne & Dipboye, 2004). Despite the overwhelming evidence that diversity must be effectively managed, and the fact that researchers have been calling for more effective methods of managing said diversity within organizations, one of the most common issues with determining the effectiveness of diversity training initiatives is a lack of planning for training evaluation or formal follow-up when designing the program, and so consequently, ineffective training is neither detected nor corrected for (Fouche et al., 2004, Jayne & Dipboye, 2004; Gilrane et al., 2013). Therefore, the current study seeks to create a training intervention that is evidence-based and incorporates training evaluation, per the Kirkpatrick (1976) model and the Kraiger, Ford and Salas (1993) model.

Planning and accounting for the evaluation of training is an important step in training design (Alliger, Tannenbaum, Bennett, Traver, & Shotland 1997; Goldstein, 1993). Training evaluation is defined as "the systematic collection of data regarding the success of training programs." (Kraiger et al., 1993). The evaluation of training is crucial for determining whether the training actually achieved its intended goals. Should training fail to meet its intended purpose, training designers can infer that the training needs to be adjusted or redesigned to better accomplish its goals.

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Over the years, numerous models have been proposed regarding the categorization of evaluation criteria, describing various kinds of criteria to evaluate different aspects of the training. One of the most widely used models of training evaluation to date is Kirkpatrick's (1959, 1976, 1994) four-level model. The four levels in the model can be conceptualized as a response to the question "in what way was the training effective?" The four levels are as follows: (1) employee attitudes/reactions to the training (i.e., did you like the training?) (2) learning outcomes (i.e., did you learn the material the training was intended to teach?) (3) behaviors (i.e., did the training translate into behaviors performed on the job, in the context the training intended?) and (4) results (i.e., did the training result in the intended organizational outcomes, such as improved sales, revenue, or productivity?)

Level 1: Reactions to Training

The first level of training evaluation, according to the Kirkpatrick model, is establishing what the trainees' affective reactions were to the training (Kirkpatrick & Kirkpatrick, 2006). Essentially, this is getting at the extent to which trainees enjoyed the training. Although affective reactions do not tell much about what trainees learned from the program, they are the most widely used criteria in organizations (e.g., Arthur et al., 2003). Further, it is important to collect this information to determine whether elements of the training need to be adapted to make the training less tiresome and more engaging (Tan, Hall, & Boyce, 2003). In this case, the experimental condition involves a more in-depth training, utilizing perspective-taking modules to shift attitudes in addition to raising diversity awareness, and incorporates an all-inclusive multicultural approach, whereas the control condition focuses on the more traditional information dissemination. Given that the experimental condition utilizes an all-inclusive approach and capitalizes on the appreciation and valuing of all groups, participants should

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remain more engaged as compared to the more traditional training that simply emphasizes differences (Plaut et al., 2009). Training engagement has been linked to views of training efficiency, which leads to more positive views of the training itself (Giangreco, Sebastiano, & Peccei, 2009). As the proposed training is designed to be as efficient as possible using a validated training approach (Heslin et al, 2005), participants in the experimental condition should have more positive affective reactions to the training. Thus, I hypothesize the following:

> *H1*. Participants in the all-inclusive multicultural training condition will report more positive affective reactions than those in the control condition.

Since Kirkpatrick's four-level model was introduced, there have been several attempts to further develop the model. With regard to Level 1, Alliger et al., (1997) distinguished between affective reactions (discussed above) and utility reactions (i.e., the extent to which trainees found the training to be useful). Utility reactions are arguably more important than affective reactions, as they have been found to significantly predict transfer of training (Alliger et al., 1997). That is to say, when trainees believe the training is useful, they are more likely to take the material they learned in the training and implement it in the context for which it was intended.

Taking into consideration previous findings that the multicultural approach tends to have more negative reactions from majority group members due to feeling left out and "less special", including expected backlash from majority group members (Dumani,et al., 2012; Morrison et al., 2014; Unzueta & Binning, 2010) and a decreased likelihood of implementing actual change as a result of training (i.e., lower utility; Linnehan & Konrad 1999; Thomas & Plaut 2008), the experimental condition, based on an all-inclusive framework designed not to alienate any particular group (Stevens et al., 2008), is expected to address these issues. The proposed training is more in-depth than traditional organizational training efforts in that the modules themselves require participants to frame diversity in the context for which it was intended. Further, research

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has demonstrated that training content based on the all-inclusive approach leads to greater trainee development and higher levels of acceptance of outgroup members by the majority group (Ely & Thomas 2001). Coupled with the fact that affective reactions are positively correlated with utility reactions (Alliger et al., 1997), trainees in the experimental condition are hypothesized to have greater training utility reactions as well as feelings of reduced expected backlash from majority group members (Holladay et al., 2003) than those in the control condition.

H2. Participants in the all-inclusive multicultural training condition will report higher utility reactions than those in the control condition.

H3. Participants in the all-inclusive multicultural training condition will report lower expected backlash than those in the control condition.

Level 2: Learning

The next level to be evaluated is learning (level two). To improve upon the general learning category suggested by Kirkpatrick, Kraiger, Ford, and Salas (1993) proposed a model breaking down learning outcomes into cognitive (knowledge), skill-based (behavioral), and affective-based (attitude) outcomes. The authors argue this differentiation is important, as researchers and practitioners alike should align the criterion measure to the facet of learning being trained.

Maintaining that Kirkpatrick's four-level model already incorporates learning as the second level of training evaluation, the Kraiger and colleagues (1993) model differs in terms of specificity. Conceptually speaking, it can be considered as nested within Kirkpatrick's 4 level model, fitting in Kirkpatrick's second level (learning). Its unique contribution is that it provides greater detail, differentiating between different kinds of learning outcomes, and aligns measurement techniques with each type of learning. In so doing, this allows evaluation to be tailored to the specified objective of the training. Once established, successful learning acts as a

mediator, explaining the relationship between training and transfer of training to on the job behaviors.

Kraiger et al., (1993) theorized that an attitude, as an internal state, can influence behavior (an external result of that internal state). As research on attitudes indicates that these internal states are malleable, and can indeed be trained (Blair et al., 2015), training evaluation for the proposed intervention falls under affective-based learning outcomes in Kraiger et al., (1993)'s model. Kraiger and colleagues discuss how affective training in organizations can be used as a powerful tool for socialization and communicating norms and values within the organization. The tools for measurement they recommend involve assessing the direction of the attitude (i.e., favorable vs. unfavorable) towards the target of the training, as well as the strength of the attitude (i.e., weak vs. strong). As the current training focuses on shifting attitudes, measures targeting attitudes toward diversity (ATDS; Montei, Adams, & Eggers, 1996; and BTDS; Hofhuis, van der Zee, & Otten, 2015) are most appropriate.

One of the primary purposes of this study is to explore whether the experimental training improves attitudes towards diversity/minority groups relative to standard diversity training practices. To that end, the experimental training modules were adapted from a training design that successfully shifted attitudes (Heslin et al., 2005). I, therefore, theorize that the current training will also be successful in shifting attitudes. Specifically, the content was derived from an approach to diversity training (all-inclusive multicultural) that has been shown to improve attitudes towards both ingroup and outgroup members (Ely & Thomas 2001). Further, an emphasis of this approach is not just highlighting (or ignoring) differences, but actually working to identify the *value* of differences (Plaut et al., 2011). This should create more positive attitudes

towards diversity, in general, as the content focuses on emphasizing an appreciation for diversity.

Therefore, I argue:

> *H4.* Participants in the all-inclusive multicultural training condition will have more positive attitudes toward diversity than those in the control condition.

Level 3: Behaviors

While the training is first and foremost aimed at shifting attitudes, it is theorized that these attitudes will then influence behaviors (Blair et al., 2015; Kirkpatrick 1976; Kraiger et al., 1993; Kirkpatrick & Kirkpatrick 2006). There is a strong link between attitudes and behaviors in the literature (Ajzen, 1989; Ajzen & Fishbein, 1977; Ajzen & Fishbein, 2000; Fazio & Zanna, 1981). In keeping with this train of thought, there is reason to believe that by changing attitudes, one can expect behaviors to change accordingly.

Furthermore, training theory argues that training content/design is strongly related to learning and transfer (e.g., Baldwin & Ford, 1988; Kirkpatrick, 1959, 1976, 1994; Kirkpatrick & Kirkpatrick, 2006). The all-inclusive experimental training is focused on shifting the attitudes that underlie diversity relevant behaviors through various perspective taking modules. By utilizing a self-persuasion induction model (Heslin et al., 2005), it is hypothesized that trainees' attitudes towards diversity will shift in a positive direction (i.e., affective learning), and in keeping with the literature (Baldwin & Ford, 1988; Kirkpatrick & Kirkpatrick 2006), should in turn influence behaviors. More specifically, I hypothesize:

> *H5.* Participants in the all-inclusive multicultural training condition will engage in more diversity-positive behaviors than those in the control condition because of their more positive attitudes toward diversity. Effects of training on behavior change will be explained (mediated) by attitude change (affective learning).

To summarize, having assessed reactions to training, affective learning, and transfer of training to behaviors, the current training evaluation will focus on Kirkpatrick's Level 1

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(reactions), Level 2 (learning), and Level 3 (behaviors) to establish the effectiveness of the training. I draw upon Alliger and colleagues (1997) conceptualization of reactions to assess both affective and utility perceptions, which is nested in Kirkpatrick's Level 1. Further, in terms of Kraiger et al., (1993)'s model (nested in Kirkpatrick's Level 2; learning), it will be validated in terms of affective learning outcomes.

CHAPTER TWO

METHOD

Participants

I recruited 158 participants from a large southeastern university. Sample size estimate was calculated using *gPower to ensure adequate power for analyses. Results suggested using 130 participants. An additional 28 participants were recruited to account for issues associated with missing data or attrition of participants. Each group of trainees consisted of 1^1 to 11 trainees per session.

In terms of gender, approximately 37% of the participants identified as male, 61% identified as female, and 2% identified as either transgender or gender non-conforming. Participants were fairly ethnically diverse, yet representative of the student population. Approximately 43% of participants were White/Caucasian, 19% were Black/African American, 16% were Hispanic/Latino, 11% were Asian, 1% were Native American/American Indian, 3% were Middle Eastern, and 8% identified as 'Other'. The majority of participants identified as heterosexual (85%), however there was a fair representation of sexual minorities, with 7% identifying as bisexual, 4% identifying as homosexual, and 4% identifying as 'Other'. Given the political climate and the divisiveness among major political parties with regard to diversity, information about political party affiliation was also collected. The majority of participants identified as Democrats (41%), followed by 25% that identified as 'Other', 20% identified as Republican, 8% identified as Libertarian, 1% identified as Green Party, and 6% chose not to

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[1] There was a single training session that consisted of a single participant. I re-ran the data without the participant and it did not influence the results so I left the participant in the data.

respond to this item.[2] Analyses suggested that the experimental group and control groups did not significantly differ on any of these attributes.

Materials

Diversity Training. The all-inclusive multicultural training intervention was developed as an adaptation of the incremental mindset induction presented in Heslin et al., (2005). The materials consist of 5 modules. Please see Appendices A - E for complete intervention materials.

Scientific Testimony Module. Participants were presented with scientific evidence arguing the inevitability of diversity, the benefits leveraging diversity, and the implications of these findings. (Appendix A)

Counter-Attitudinal Idea Generation Module. Participants were asked to provide three reasons why it is important to get along with members of other demographic groups in the work context, being instructed to include implications for both themselves and for the organization in which they would be working. (Appendix B)

Counter-Attitudinal Reflection Module. Participants were asked several two-part questions. First, they were asked to recall and describe a time they felt like the odd one out of a group, where they were the minority, and how that situation was resolved. Next, they were asked to provide the initials of a coworker or colleague whom they had witnessed defy stereotypes and become accepted as a member of a group despite being dissimilar from the other members, or how a coworker from the majority group managed to overcome their own stereotypes of others to form strong beneficial relationships with those around them. They were then asked to describe the details surrounding how they believe this coworker or colleague overcame these issues. Finally, they were asked to provide the initials for a co-worker that operates off of incorrect

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[2] Percentages listed here were rounded, so may add up to slightly more than 100%

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assumptions about others, and then they were asked to indicate what dysfunctional strategies this coworker is implementing that are hindering their ability to work with members of other demographic groups and how they believe this coworker's performance could be improved. (Appendix C)

Counter-Attitudinal Advocacy Module. Participants were provided with a hypothetical situation in which they are mentoring someone at work that is struggling with a diversity related issue. Participants were then asked to write a persuasive letter of advice, using both relevant ideas about the providing individuating information to disprove stereotypes, as well as personal anecdotes about how the participant dealt with similar situations. (Appendix D)

Cognitive Dissonance Induction Module. Participants were then instructed to recall three instances in which their own stereotypical beliefs regarding others were disproved. Finally they were asked to provide reasons as to why they believed this occurred, and what were the implications of this occurring. (Appendix E)

Control Condition. As mentioned above, there were two conditions, a control and an experimental all-inclusive multicultural training condition. A goal of the current study was to compare the current study to training that most closely resembled what organizations currently do in terms of diversity training. Gilrane et al., (2013) indicated that most diversity training simply focuses on raising diversity awareness; thus, the control condition consisted of the first and second modules (*scientific testimony* and *counter-attitudinal idea generation*), as they entailed educating participants on the importance of valuing diversity in organizations (i.e., providing information), followed by questions asking them to provide reasons why valuing diversity in organizations is important (demonstration of learning). In order to control for potential design confounds due to time in training (Shadish, Cook, & Campbell, 2002), the

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scientific testimony module (module one) also included an article for them to read (an article from the periodical *People Management* titled "How to take advantage of diversity"; 2002). The training facilitator allowed adequate time for all to read and the participants were given time to summarize the article. Throughout the article reading, the facilitator identified key points from the article. Together, these activities constituted the "information providing" that is typical of current training initiatives and enabled the training conditions to be similar in time length, while avoiding any active, focused group-level perspective taking.

Measures

Demographics. Participants were asked to provide certain demographic information, such as sex, gender identity, age, ethnicity, sexual orientation, education, and political affiliation (Appendix F).

Manipulation Check - Benefits of Diversity. The Benefits of Diversity Scale (BDS; Hofhuis et al., 2015) is an 18 item 5-point Likert scale consisting of 5 sub-scales looking at various perceived benefits associated with diversity in the workplace. The subscales covered 5 perceived benefits with 4 items for each subscale. The scale items were adapted in order to make them applicable to the current sample such that they need not be employed to have attitudes regarding working with minorities. Sample items from the perceived benefits scale include "Diversity makes us better at solving complex problems" (Creative Potential) and "Diversity makes all groups in society look at an organization in a more positive way" (Image of Social Responsibility; *1 = Strongly Disagree, 5 = Strongly Agree*). Items from the subscales were randomized and presented to participants interspersed rather than separately. Scores from this index were collected both pre- and post-test to determine the extent to which the training influenced the

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detection of the benefits of diversity. Reliability for the BDS was found to be highly reliable (Pre-test α = .82, Post-test α = .95). See Appendix J for the full scale.

Level 1 - Reactions

Affective and Utility Training Reactions. The affective training reaction measure was created from two subscales of the Training Reaction Measure developed by Tan et al., (2003). The two subscales utilized were the Positive Evaluation Subscale and the Negative Evaluation Subscale. Sample items from the Positive Evaluation Subscale include "I have an overall good feeling about how the training program was carried out" and "The training program was overall very effective". Sample items from the Negative Evaluation Subscale include "The training program was conducted poorly" and "This training program was a useless waste of my and/or others' time." Negatively worded items were reverse coded, then composite scores were calculated from the averages for the relevant items. Items were scored on a 5-point Likert scale (*1 = Strongly Disagree, 5 = Strongly Agree*, α = .89).

Utility was assessed using a subset of items from the original scale that focused on the extent to which training was perceived as useful. Sample items include "The training program was useless for me" (reverse scored) and "The training program allowed me to develop specific skills that I can use in class." Items were scored on a 5-point Likert scale (*1 = Strongly Disagree, 5 = Strongly Agree*; α = .84). See Appendix G for the items from the full scale used in both the affective and utility reaction analyses.

Backlash. Backlash was assessed using a 4-item subscale from the Attitudes Towards Diversity Training Scale (ATDTS; Holladay et al., 2003). See Appendix H for the full scale. The items were modified in terms of the context for which the training was intended. Since the participants who took the training were all students, the items were modified such that any

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reference to job or organization was changed to school. The backlash subscale consists of items measuring the extent to which participants feel like the training will result in a negative backlash from majority group members. Sample items from this subscale include "I feel that this training course was meant to sensitize White males in this organization" and "I feel that this course would create a backlash against diverse groups at this university" (*1 = Strongly Disagree, 5 = Strongly Agree*; α = .61).

Item analysis indicated that if the first item was omitted from the 4 item scale, reliability would improve to .68, which is consistent with the initial alpha established in the validation of the scale (Holladay et al., 2003). Thus, this item was removed. As reliability is affected by the number of items, a lower alpha is to be expected (Cortina, 1993). The item text for the deleted item was "I feel that this training course was meant to sensitize White males at this university." The scale composite variable was recalculated using the remaining three items and analyses were conducted accordingly.

Level 2 – Affective Learning

Attitudes Toward Diversity. The Attitudes Toward Diversity Scale (ATDS; Montei et al., 1996) is a 30 item 5-point Likert scale consisting of three subscales getting at attitudes towards diversity in the workplace. The three subscales loaded onto three underlying factors measuring attitudes toward working with coworkers that are minorities, attitudes toward having a supervisor that is a minority, and attitudes towards the hiring and promoting of minorities. The scale items were adapted in order to make them applicable to the current sample and to correct for changes in the legality of some of the practices they describe (e.g., hiring quotas, which are no longer legal as of Ricci v. DeStefano, 2009). Although the items pertained to participants' attitudes towards minorities in the workplace, the way the items are worded is such that

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participants need not be employed in order to have attitudes regarding working with minorities. Sample items from the coworker subscale include "The most qualified workers seem to be male." and "I find that minority workers seem to be less productive on average." (*1 = Strongly Disagree, 5 = Strongly Agree*). Sample items from the supervisor subscale include "Most of the women in management positions do an outstanding job (Reverse Scored)" and "Relative to male supervisors, female supervisors seem to be less effective" (*1 = Strongly Disagree, 5 = Strongly Agree*). Sample items from the hiring subscale include "I feel that increasing the hiring of women and minorities can only help an organization. (Reverse scored)" and "I feel it is wrong for an organization to have two sets of test scores for minorities and non-minorities, even when the test is somewhat biased." Scores from this index were collected both pre- and post-test to determine the extent to which the training influenced attitudes toward diversity (Pre-test α = .81, Post-test α = .84). See Appendix I for the full scale.

Level 3 - Behaviors

Behaviors. In order to test diversity relevant behaviors, participants were put through an in-basket exercise. The in-basket exercise was part of a set of inbox tasks initially developed and validated in another study by King, Knight and Hebl (2010) looking at the influence of external factors on stigmatization as operationalized by the development of diversity relevant HR policies. The exercise had participants answer emails, then answer a series of questions on how they would have the initial respondent handle the situation. The negatively worded items were reverse scored and scores were averaged to produce a composite, such that higher scores indicate greater support for diversity (α = .86). The items are on a 5-point Likert scale. Sample items include "Should Mr. Bryan negatively evaluate Ms. Carpenter on her next performance evaluation for not being able to perform non-required but helpful work behaviors?" and "Will

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adding publications in Spanish increase the morale of Spanish-speaking employees?" (*1 = Not At All, 5 = Very Much So*; King et al., 2010). Please see Appendix L for the full in-basket exercise materials.

Procedure

Participants were recruited using the university SONA online system. They were told the study was looking at team training effectiveness. Although a cohort design is ideal in order to control for the effect of diffusion of treatment, the nature of today's political environment with regard to diversity poses a potential history threat (Shadish et al., 2002) that could significantly influence results should there be any publicized news of a diversity-related incident in the national media. Therefore, participants were randomly assigned to conditions and asked to keep the details and the nature of the study confidential due to the sensitive nature of the training.

At the beginning of the experiment, participants were provided with an informed consent describing the study. If they chose to continue, demographic information from each of the participants would be collected and recorded for each of the participants, tracking participants through the assignment of an ID number, keeping participants' anonymous. Participants were first provided with the ATDS and the BTDS to measure their general attitudes towards diversity, and their perceptions of the benefits of diversity prior to training. Having established a base-line score, participants then underwent the training condition to which they were assigned. Following the training, participants were asked to answer questions regarding their reactions to the training, looking specifically at affective reactions to training, attitudes toward their organization, training utility, and expected backlash from majority group members. Next, they were provided the ATDS, BTDS, ATDTS, and an in-basket exercise following the training. For the in-basket, participants were instructed to imagine that they were HR professionals employed at Ty Nant, a

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hypothetical water bottling corporation, and told to respond to the in-basket exercise scenarios as if their decisions would be carried out by the company. The approximate time necessary to run the experimental condition was two hours. The approximate time necessary to run the control condition was an hour and 40 minutes. Following the administration of the dependent measures, participants were partially debriefed (as fully debriefing them would inform them of the purpose of the study, and could lead to diffusion of treatment effect; Shadish et al., 2002) and the experiment was concluded. (Please see Appendices M and N for detailed protocols for the control and experimental groups, respectively). After data collection was complete, all participants had the option of leaving their email addresses to be fully debriefed. See Figure 1 for procedural flowchart.

Figure 1. Visualization of experimental procedure.

CHAPTER THREE:

RESULTS

A correlation matrix for relevant variables in the analyses is presented below with means, SDs, and sample sizes (please see Table 1).

Table 1

Correlation Matrix

Variable	M^1	M^2	M^3	SD	1.	2.	3.	4.	5.	6.	7.
1. Condition	1	2	1.49	0.50							
2. Affect	3.80	3.97	3.88	0.73	.12						
3. Utility	3.78	3.95	3.86	0.72	.12	.75**					
4. Backlash	1.92	1.97	1.94	0.62	.04	-.31**	-.42**				
5.ATDSPre	3.97	3.89	3,92	0.51	-.08	.24**	.25**	-.38**			
5. ATDSPost	4.04	4.07	4.05	0.53	.03	.26**	.30**	-.50**	.84**		
6. Benefits	4.41	4.47	4.44	0.52	.06	.36**	.36**	-.38**	.52**	.66**	
7. In-Basket	3.68	3.65	3.66	0.38	-.04	.25**	.26**	-.22**	.36**	.43**	.54**

Note: M^1 = Mean for the control condition (n = 81); M^2 = Mean for the experimental condition (n = 77); M^3 = Combined mean (n = 158)

Manipulation Check

Benefits of Diversity

I examined training effects on trainee's identification of the benefits of diversity as a manipulation check to verify that the trainees learned the information intended in the module aimed at raising diversity awareness. As the module raising diversity awareness of the benefits of diversity was in both conditions, if the manipulation check passed, I would expect to find effects within subjects but not between, as both levels of the between subjects were exposed to the training module. To test the manipulation check, I conducted a 2X2 Mixed ANOVA with condition being the first factor (between, categorical) and time (within, continuous) being the second factor. Doing so allowed me to look at the effects for both within (time) and between (condition) subjects as well as to examine the interaction of condition X time.

The main effects of time for benefits $F(1, 156) = 40.46$ $p = .00$ was significant, indicating there was significant change within subjects across both conditions. The main effects for condition were non-significant $F(1, 156) = .09$ $p = .77$. The interaction of condition X time similarly proved to be non-significant $F(1, 156) = 1.59$ $p = .21$; thus, my data passed the manipulation check. (Please see Table 2)

Table 2.

2x2 Mixed ANOVA for Benefits

Source	SS	df	MS	F	p	η^2_p
Within Subjects						
Time	1.90	1	1.9	40.46**	.00	.21
Time x Cond	.08	1	.08	1.60	.21	.01
Error	7.32	156	.05			
Between Subjects						
Intercept	5999.84	1	5999.84	12775.46**	.00	.99
Condition	.08	1	.08	.17	.68	.00
Error	73.26	156	.47			

**p < 0.05

Level 1: Reactions

Affective Reactions. I examined training effects on affective reactions, looking at between-group differences. To do this, I conducted an independent samples t-test looking at differences between the experimental and control group, and entered in 'Affective Reactions' as the dependent variable. The results for affective reactions were not significant when it came to looking at differences between the control ($M = 3.8$, $SD = .72$) and experimental ($M = 3.97$, $SD = .73$) conditions; $t(156) = -1.47$, $p = .14$. Thus, Hypothesis 1 was not supported (please see Table 3 for results).

Utility Reactions. I examined training effects on utility reactions, looking at between-group differences. To do this, I conducted an independent samples t-test looking at differences between the experimental and control group, and entered in 'Utility Reactions' as the dependent variable. The results for utility reactions were not significant when it came to

looking at differences between the control ($M = 3.78$, $SD = .69$) and experimental ($M = 3.95$, $SD = .76$) conditions; $t(156) = -1.48$, $p = .14$. Thus, Hypothesis 2 was not supported (please see Table 3 for results).

Backlash Reactions. I examined training effects on backlash reactions, looking at between-group differences. To do this, I conducted an independent samples t-test looking at differences between the experimental and control group, and entered in 'Backlash Reactions' as the dependent variable. The results for backlash reactions were not significant when it came to looking at differences between the control ($M = 4.17$, $SD = .67$) and experimental ($M = 4.17$, $SD = .66$) conditions; $t(156) = -.04$, $p = .97$. Thus, Hypothesis 3 was not supported (please see Table 3 for results).

Table 3.

T-Tests for Level 1: Training Reaction Measures

	Control		Experimental			
	M	*SD*	*M*	*SD*	*t*	*p*
Affective	3.8	.72	3.97	.73	-1.47	.14
Utility	3.78	.69	3.95	.76	-1.48	.14
Backlash	4.17	.67	4.17	.66	-.48	.63

Level 2: Affective Learning

Attitudes Toward Diversity Scale (ATDS). I examined training effects on trainee attitudes towards diversity. To do this, I conducted a 2X2 Mixed ANOVA with condition being the first factor (i.e., between, categorical) and time (i.e., ATDS pre- and post-test; within, continuous) being the second factor. Doing so allowed me to look at the main effects of time ($F(1, 156) = 29.48$ $p = .00$) and condition ($F(1, 156) = .09$ $p = .77$), as well as to examine the interaction of condition X time ($F(1, 156) = 5.88$ $p = .02$).

As the interaction was significant, I conducted a simple effects analysis to aid interpretation. The simple effects analysis indicated that there was no statistically significant difference across groups for condition at each level of time. The simple effects analysis was non-significant for both the pre-test ($F(1.156) = .95$ $p = .33$) and the post-test ($F(1.156) = $

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.16 p = .69). However, the simple effects analysis of time at each level of condition indicated that both the control ($F(1.156) = 4.63$ p = .03) and experimental ($F(1.156) = 30.1$ p = .00) conditions were significant. This suggests that there was a significant effect of time for each condition. To determine whether this change in pre- to post-test scores differed significantly across conditions, I first calculated a change score for the experimental (M = .18) and control conditions (M =.07). I then conducted an independent samples t-test on the change scores ($t(1,156) = -2.43$, p = .02), which indicated that the experimental condition changed at a greater rate between pre- and post-test scores than the control condition. Thus, Hypothesis 4 was supported (please see Tables 4 and 5 and Figure 2 for results).

Table 4.

2x2 Mixed ANOVA for ATDS

Source	SS	df	MS	F	P	η^2_p
			Within Subjects			
Time	1.26	1	1.26	29.48**	.00	.16
Time x Cond	25	1	.25	5.88**	.02	.04
Error	6.68	156	.04			
			Between Subjects			
Intercept	5031.39	1	5031.39	10089.38**	.00	.99
Condition	.04	1	.04	.09	.77	.00
Error	77.79	156	.50			

**p < 0.05

Figure 2. Interaction effect of training condition X time on ATDS.

Table 5.

Simple Effects Analysis for ATDS

Time	SS	df	MS	*F*	*p*
Pre-Test	1.26	1	1.26	.95	.33
Error	41	156	.26		
Post-Test	25	1	.25	.16	.69
Error	6.68	156	.04		

Condition	*F*	df	Error df	*p*
Control	4.63**	1	156	.03
Experimental	30.09**	1	156	.00

**p < 0.05

Level 3: Behaviors

In-Basket. To test transfer, I examined training effects on trainee behaviors following the training by putting the trainees through an in-basket role-playing exercise. Tests for mediation have traditionally relied upon a multi-step process (Baron & Kenny, 1986). However, recent work has criticized this process for methodological shortcomings (e.g.,

Edwards & Lambert, 2007; MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002) and thus, Preacher and Hayes (2004) have suggested a different—more powerful—approach to testing mediation. Therefore, I utilized the PROCESS macro (Hayes, 2013 Preacher, Rucker, & Hayes, 2007) to conduct bootstrapping in order to determine whether there was an indirect effect of condition on behaviors as mediated by changes in attitude.

To test the model, I utilized Model 4 in the PROCESS macro (Hayes, 2013; Preacher et al., 2007), which tests for the effects of a mediator (attitude change) in explaining the relationship between an independent variable (condition) and a dependent variable (behavioral in-basket). I set training condition as the independent variable. I entered the ATDS post-test scores as the mediator, setting ATDS pre-test scores as a covariate to control for pre-test scores as a baseline. Finally I entered in the behavioral in-basket scores for the dependent variable. Despite the fact that there was not a significant correlation between my IV and DV, I felt justified in running this analysis as models of training transfer argue that behavior change (i.e., transfer) occurs *only* though attitude or cognitive changes (i.e., learning; see Baldwin & Ford, 1988).

The results indicated that training condition had a significant effect on attitude change (B = .11, se =.05, t = 2.44, p = .02), and attitude change had a significant effect on behavioral change (B = .31, se =.05, t = 6.02, p = .00; $CI_{95\%}$ = .01, .07). These results support the proposed mediation model establishing an indirect effect of training condition on behavioral change as mediated by attitude change (please see Table 6). Training condition did not have a significant effect on behavioral change (B = -.04, se =.05, t = -.70, p = .49; $CI_{95\%}$ = -.15, .07) thereby indicating a lack of support for the direct effect of training condition on behavioral change (please see Table 6). This suggests that the effect of condition on behavioral change to be fully mediated by attitude change. Approximately 85% (R^2 = .85) of the variance was accounted for when looking at the effect of condition on attitude change. Approximately 19% (R^2 = .19) of the variance was accounted for when looking at the effects of condition and attitude change on behavioral change. Thus, Hypothesis 5 was supported.

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Table 6.

Mediation Analyses

Direct Effects on Attitude Change						
					Confidence Interval	
Variable	B	SE	*t*	*p*	LL 95% CI	UL 95% CI
Constant	.44	.19	2.25**	.03	.33	
Condition	.11	.05	2.44**	.02		
ATDSPre	.88	.04	19.78**	.00	.69	

$F(2,154) = 195.8$ $p = .00$, $R^2 = .72$

Direct Effects on Behavioral Change						
					Confidence Interval	
Variable	B	SE	*t*	*p*	LL 95% CI	UL 95% CI
Constant	2.46	.22	11.01**	.00	2.01	2.90
ATDSPost	.31	.05	6.02**	.00	.21	.41
Condition	-.04	.05	-.7	.49	-.15	.07

$F(2,154) = 18.23$ $p = .00$, $R^2 = .19$

Bootstrap Results for Indirect Effect				
			Bootstrap Confidence Interval	
Variable	Effect	Boot SE	LL 95% CI	UL 95% CI
ATDSPost	.03	.02	.01	.07

Note. $n = 158$. Bootstrapping sample size = 10,000. LL = Lower Limit, CI = Confidence Interval, UL = Upper Limit, Condition[a] = Experimental versus Control Condition, ATDSPre[b]= Pre-test scores for attitude change entered as a covariate in mediation analysis to control for pre-test scores when accounting for post-test. ATDSPost[c]= Post-test scores for attitude change. **p < 0.05 2-tailed

CHAPTER FOUR:

DISCUSSION

The all-inclusive multicultural training demonstrated significant improvement in attitudes toward diversity over the standard diversity training condition. Additionally, I found support for the mediating role of attitude change in bringing about behavioral change. However, the training did not achieve all of the objectives I had intended for it to accomplish. In particular, the training failed to result in more positive training reactions than the standard training condition. The following section will proceed to unpack the findings and discuss potential reasons as to why the results turned out the way they did, as well as provide implications for practice, and suggestions for future research.

Level 1: Training Reactions

The all-inclusive multicultural training condition failed to result in greater affective and utility reactions, and failed to result in reduced backlash relative to the standard diversity training condition. Results were still positive overall, with means indicating a generally positive view of the training. We can expect that the results were subject to some ceiling effects, limiting the variance of the responses. Therefore, although the results did not indicate a significant difference in training reactions between the AIM and the standard diversity training conditions, I can confidently assert that the overwhelmingly positive training reaction responses still indicate that participants in either condition generally liked the training itself and neither the experimental or the control felt like there would be a great deal of backlash as a result of the training.

Taking a closer look at the mechanisms that may further explain training reactions in a diversity training, Holladay and Quiñones (2008) examined the effects of diversity training focus on training reactions. They found that when training was focused more on trainee similarities rather than differences, this served to mitigate any effects of trainer race and gender on trainee reactions. The AIM and standard diversity training conditions were both more focused on highlighting and celebrating the values of our differences rather than focusing on our similarities. The AIM condition only differed from the standard diversity training in terms of depth and the perspective taking approach taken in the AIM condition,

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potentially explaining the lack of difference between the AIM and standard diversity training condition when it comes to training reactions.

Level 2: Affective Learning

The results for affective learning supported my hypotheses. The AIM training condition resulted in a significant improvement of attitudes toward diversity above and beyond the standard diversity training condition. This was demonstrated by the interaction effect of Condition X Time on ATDS scores and subsequent post hoc analyses. The simple effects analysis indicated a significant effect for time. An analyses of change scores revealed that the experimental condition experienced greater change in attitudes than the control, thereby supporting my hypothesis.

Level 3: Behaviors

The results for the mediation analysis further supported my hypotheses. I found that the indirect effect of training condition on behavior as mediated by affective learning (attitude change) was significant. The results indicate that attitude change fully mediates the relationship between the diversity training condition and behavioral change as the relationship between training condition and behavioral change exists exclusively through the connection with attitude change. This means that any change in behavior that results from the diversity training can be explained by attitude change. This provides us with a significant contribution to the literature as this provides evidence supporting the idea that attitude change is a necessary component of diversity-related behavior change.

Practical Implications

Having established that the training was effective in terms of improving diversity-relevant attitudes, this work provides several important implications for practice. First, it provides organizations with diversity training, drawn from a validated training methodology. Second, as indicated by my data, this particular training resulted in greater gains in diversity relevant attitudes than standard diversity training models aimed at raising diversity awareness. This calls to light the importance of developing training that is driven by theory and designed with an evidence-based approach. The literature on diversity training is increasingly moving in the direction of inducing attitude change as a primary goal of

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diversity training; thus, this study provides a considerable contribution to the literature as it resulted in significant attitude change.

Additionally, the AIM training was successfully validated in terms of changing behaviors, which ought to both provide organizations with a sense of hope that behavioral change is an attainable goal when it comes to diversity training. This also provides organizations with a validated training that has been proven to improve both attitudes as well as behaviors. As behavioral change is the ultimate goal of any diversity training, this model can help direct researchers and practitioners in terms of developing a strategy for effectively managing diversity and inclusion in organizations. It is my sincere hope that this study will contribute to the growing discussion on the need for validating diversity training efforts, in order to help make the case for the return on investment (ROI) of implementing diversity training initiatives, as well as to improve the way diversity training is conducted in organizations.

By testing the effectiveness of training, organizations can make informed decisions regarding whether a training is indeed effective and if a training will have the intended effect on the organization. Another implication of this study is the value of changing attitudes using a perspective taking approach. Diversity training can more effectively target trainee attitudes by tapping into a trainee's own personal experiences. These findings are consistent with Lindsey et al. (2014), and organizations ought to take this into consideration when selecting a diversity training program, rather than relying on programs aimed at simply raising diversity awareness. Another practical implication from this study is the use of AIM language in crafting diversity training modules. The current training used AIM language in both training conditions, so we cannot infer group differences in regards to reduced backlash, however organizations ought to always be mindful of how training will be perceived by all group members, and to take precautions to minimize backlash.

Theoretical Implications

In addition to the practical implications listed above, the current study makes a number of theoretical contributions that may both inform and direct future research. One major contribution to the literature is the initial validation of a diversity training designed to change attitudes and diversity-related behaviors, drawing form the all-inclusive multicultural

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paradigm. As this is still a nascent approach to tackling diversity, it is necessary for researchers to validate training initiatives designed through this new, promising paradigm. Our efforts suggested that combining a previously validated training methodology (Heslin et al., 2005) with the all-inclusive multicultural approach improved attitudes and diversity-relevant behaviors. Given that previous efforts using the all-inclusive approach have demonstrated differential results, this study not only provides positive evidence of the benefits of this approach, but also demonstrates cross-validation of the Heslin and colleague method to different content.

Furthermore, the current study serves to inform researchers about the theoretical relationship between diversity training and behavioral change by testing the mediating role of attitude change. The results from the mediation analysis further established the critical role of attitude change as a key mediator in explaining behavioral change. Thus, this study provides a validated framework for researchers and practitioners to build on. Future research ought to consider the role of moderators in strengthening this relationship to increase the indirect effect of training on behavioral change even further.

Another theoretical implication of this study is the demonstration of successful attitude change through a training initiative. Blair et al., (2015) described attitude change as being a possible training goal, however mentioned that while possible, such goals are not easy to attain. By adapting the modules provided by Heslin et al., (2005), I was able to demonstrate how their training is successful in shifting attitudes when applied in a different context. While the current study focused on explicit attitudes (using measures that explicitly ask what one's attitude is towards a target idea or entity) a future direction from this study would be to determine the extent to which these effects generalize to implicit attitudes (people's unconscious attitudes/biases towards a target idea or entity).

Limitations and Future Directions

Although the current study had several strengths and made significant contributions to the literature, there are also some limitations that may limit both the generalizability of the results and some potential threats to the internal validity of the study as well. One limitation is that the sample utilized for the study was an academic sample. The sample consisted of students enrolled in psychology courses at a large diverse southeastern university. The

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student sample also comes from a school that is well known for having a culture that is over all more positively disposed towards diversity. Thus, one might expect that they came into the training with positive attitudes toward diversity to begin with, thereby limiting the variance. Consequently, less diversity-positive samples may demonstrate even stronger effects to the training. Therefore, there may be some question as to the extent to which these results might reflect a professional working sample in a different region. Future research might look at replicating the current training with an applied working sample to determine the extent to which the effects remain consistent between samples.

Additionally, while the training resulted in the desired changes, we are still unclear as to what specifically about the training was responsible for the change in attitudes. Although the study indicates that the combined effects of the counter-attitudinal advocacy, idea generation, and cognitive dissonance modules were able to significantly improve attitudes toward diversity above and beyond the modules devoted to raising diversity awareness, the question remains as to what was the deciding factor (or combination of factors) necessary to bring about the desired change in attitudes. The literature suggests that this is attributable to either/or both of the following training elements. Self-persuasion theory would suggest that it was attributable to the trainees' coming up with an argument that they themselves would find most convincing (Aronson et al., 1991; Aronson, 1999). Another potential explanation might be that these additional training modules successfully changed attitudes by encouraging trainees to take the perspective of members of marginalized groups, thereby activating their own perceptions of times that they themselves were deemed 'outsiders' (Lindsey et al., 2014). It is also possible that it was a combination of these two effects together that had a significant effect on shifting attitudes. Future research ought to focus on disentangling these two effects to determine whether one approach is more effective than the other in bringing about the desired changes. Along these same lines, future research ought to determine the extent to which each of the training modules contributed to the desired attitude change. In addition to disentangling the effects from each module, future research ought to determine whether the effects can be isolated to a single module, or whether a combination of modules is necessary to bring about the desired attitude change.

Another limitation revolves around the use of the in-basket as a proxy for behavioral change. The in-basket was utilized because the scenarios involved are reminiscent of those one might expect to encounter as a human resources manager in an actual organization. However, many of the questions following each scenario actually have more to do with participants' attitudes towards those decisions rather than the decisions themselves. Thus, while the in-basket was meant to be a measure of behaviors (level 3), it may have been subject to some contamination in terms of its construct validity due to the items measuring attitudes (level 2). Future research ought to explore implementing situational judgment tests that more clearly delineate behaviors, and distinguish those behaviors from attitudinal responses to the diversity initiatives being proposed. Another concern with the in-basket is the fidelity of the exercise to actual policy making in organizations. In an organizational setting, there is an inherent opportunity cost when it comes to implementing any program or initiative. In the current study, the programs were presented without mention of finite resources, which is a primary concern when making actual organizational decisions. In order to create a higher-fidelity situation in the lab, future research might choose to explore the factors that go into making diversity relevant policy changes by establishing a finite amount of capital and cost associated with a number of programs, and determine the willingness of participants to allocate those resources to diversity relevant programs, when at the cost of other interventions. This will also tap into recognizing the ROI of diversity relevant programs and interventions, which is a facet of level 4 (organizational results/outcomes).

Conclusion

The current study has contributed another piece to the puzzle of how to successfully navigate the growing diversity in organizations today. By utilizing a more in-depth perspective taking approach, and by crafting a training that implemented an all-inclusive multicultural approach by relying on language that communicating inclusion of all groups, the current training was able to successfully change attitudes toward diversity. Furthermore, the study supported that by successfully changing attitudes, one can then positively influence diversity-related behaviors. It is my hope that this work stimulates further research looking at how organizations can draw upon the strengths of a growingly diverse employee-base and successfully bring about a more inclusive, integrated workforce.

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APPENDICES

Open-Systems Theory Approach to Dealing with Change in Organizations

Recent psychological and sociological research has reached some interesting conclusions:
How can the way I relate to my co-workers improve the way I function in the workplace?

1.   Sociology's Open Systems Theory (OST) provides a theoretical framework of how individuals can best operate with the environment around them. Fred Emery wrote several articles on a phenomenon known as "directive correlation" whereby entities could achieve maximal efficiency and productivity by aligning their own goals with the end goal of their environment. By anticipating the end state of one's environment, an individual can work towards providing themselves the greatest advantage by equipping him or herself with the tools and skills necessary to succeed in that environment

How does this theory apply to today's workplace?

2.   According to Toosie's article in Monthly Labor Review in 2006, the ratio of male to female workers is continuing to decrease, resulting in a more equal representation of men and women in today's labor force. Additionally, the number of racial/ethnic minorities continues to rise. Accordingly, organizations are giving increasing attention to the need to facilitate positive, meaningful, productive relationships between employees in their workforce. The U.S. Department of Labor reported in 2008 that organizations are increasingly beginning to recruit individuals that are more diverse in terms of race, gender and ethnicity. Thus, it is in an individual's best interest to leverage diversity in his or her favor by being open to improving relationships with outgroup members. In other words, in order to provide the greatest opportunity for success in this environment, it would behoove an individual to acquire and master the skills necessary to successfully work with others they perceive as being different from him or herself.

How do I stand to benefit by improving my relationships with others?

3.   Successful management of relationships with those one might perceive as being different from one's self allows for greater creativity, innovation, higher breadth of information within teams, and greater workplace engagement. Furthermore, there is an inherent richness and value in celebrating the differences each individual brings to a team. This richness can be witnessed practically in terms of skills, as well as personality traits, and behaviors. However, it is also apparent in the unique perspective provided by the culture and upbringing that each individual brings to the table. This is the case for

members of all races, genders, sexual orientations, ages, or religious denominations. To elaborate, it is essential that both majority and minority members of all demographic groups are represented in the workforce so that everyone's perspectives are represented.

4.   Aligning one's goals with those of his or her environment allows one to work in harmony with the natural progression of one's organization, rather than working against it. As mentioned above, this principle is referred to in Open Systems Theory as the state of "directive correlation" and leads to optimal outcomes in terms of productivity and achieving one's maximal potential.

What are the costs of failing to improve my relationships with others?

5.   Failure to work well with others based on group membership such as race, gender, sexual orientation, age or religious denomination has been found to result in decreased group cohesion, increase in group conflict, and detriments to performance overall.

6.   Other costs include legal costs due to a failure to comply with organizational and legal guidelines regulating both hiring and selection procedures as well as on the job behaviors upon hiring. These guidelines dictate what is both legal and acceptable within an organization in terms of what behaviors are exhibited in an organization, as well as the processes by which important decisions are made. Failure to heed these legal and organizational statutes can lead to costly law suits, as well as hurting an organization in terms of its ability to recruit the best candidates, and creating an image that may hurt its standing amongst its potential client base.

Implications:

- Organizations are becoming increasingly diverse. Representation of minorities in organizations is rising, and individuals equipped with the cultural sensitivity to interact with members of diverse groups are more likely to succeed in this increasingly diverse workforce.

- Evidence regarding stereotypes indicates that these socially pervasive ideas of how members from various groups are incorrect. And yet, everyone has biases in one way or another. By trying to remain open minded and conscious of our own stereotypes/ideas of how members from other groups are expected to be, we can limit the extent to which these stereotypes dictate and influence our own behaviors.

- When employees recognize the unique value and skills others bring to their team, they can often dramatically improve performance by making full use of each individual's talents in a work group. In order to do this, one must be willing to learn what each individual's strengths are, and recognize/acknowledge the value each person brings to a team, celebrating and valuing the uniqueness each individual brings to the team.

- Individuals from various groups (i.e., different ethnicities, genders, sexual identities, religions etc.) bring value to a work group in terms of their approach to solving various problems. Their environment, culture, and unique experiences growing up provide them with a unique perspective in approaching problems. Members of all ethnic groups (Caucasians, Hispanics, African-Americans, Asians, Pacific Islanders, etc.) may each have their own novel approach to solving a problem. Any work team that does not make use of the potential for solving problems by utilizing the skills provided by each member of their team limits their team's ability to optimally solve any problem put before them.

- When hiring employees it is desirable to find the 'right' person for a job, experienced managers understand that these decisions ought to be made based on job-relevant skills, experiences, and abilities. Oftentimes, assumptions about whether an individual possesses such attributes are influenced by their group membership (e.g., the belief that all Asians are good at math), experienced individuals know that such assumptions are often incorrect. That being the case, attributions regarding what knowledge, skills, and abilities an individual has should be based on actual qualifications demonstrating they possess the qualities required for successful performance (e.g., actual performance on a task, previous professional experience, an educational degree or certification).

Appendix B– *Module 2 - Importance of Working With Others.*

Importance of Working With Others

What are at least three reasons why it is important to work well with members of other demographic groups (i.e., race/ethnicity, gender, sexual orientation/identity, religion).

1.

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2.

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3.

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Appendix C – *Module 3 - Reflection Questions.*

Personal Experiences

1a. Describe the most memorable time when you found yourself the minority
in a group (i.e., the odd man out, outnumbered by others different than
yourself).

....

....

1b. How did you deal with that situation/how did that situation play out?

....

....

2a. What are the initials of a coworker/colleague/classmate/friend that dealt
with a situation by overcoming assumptions of what to expect from a
member of his group (i.e., stereotype)?

....

....

2b. What did they do that enabled them to do so?

3a. What are the initials of a coworker/colleague/classmate/friend who

operates off of assumptions (stereotypes) at work? ....

3b. What dysfunctional strategies do you believe this person adopt that impedes their ability to work with others? How could they improve?

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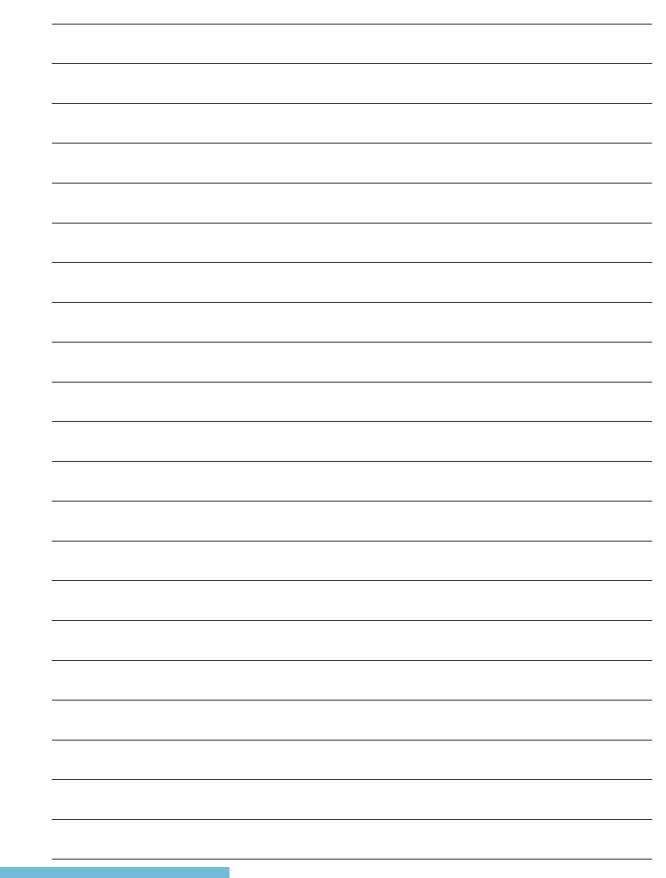
64

You are a Mentor

Desirable, job relevant knowledge, skills, abilities and other attributes do not depend on the race, gender, sexual identity/orientation, or religion of a job candidate. And yet, we often find that our own beliefs about various groups influence our own evaluations regarding the extent to which members of those groups possess and exhibit those valued traits. Thus, it is important to sometime employ strategies to combat these stereotypes in the workplace in order to be identified as an individual, rather than an exemplar of a stereotype. This message is especially important to get across to employees who are moving into new work roles. If these employees view their potential opportunities as being limited by their race, gender, sexual identity/orientation, or religious affiliation, they may feel that they are incapable of succeeding by being evaluated on their own merit. On the other hand, if employees can be taught to implement some strategies to successfully overcome these stereotypes, they might then be able to cultivate an enriched meaningful career, and act as an ally and resource to you in the process.

Imagine that you have been a highly successful manager for over 15 years. You have recently accepted an invitation to mentor Pat, a young manager in your area. Your protégé, Pat, has been identified as a 'high performer' and has recently taken on an international role requiring extensive intercultural communication. During the first six months in this role, several complaints were made about Pat's cultural insensitivity. Indeed, Pat has confessed to being 'completely frustrated with the incompetence of her internationally located colleagues' yet performance reviews indicate performance failures to be due to a lack of communication and cultural insensitivity. Pat has been offered numerous opportunities to participate in developmental activities (e.g., training workshops) designed to improve intercultural skills and sensitivity, but has not attended due to a belief that since the organization is based in America, individuals from other cultures and countries ought to adhere to an American idea of culture and customs.

Take 25 minutes to write a 1-2 page persuasive letter of advice to Pat. When doing so, please use (a) relevant ideas about the benefits of working with others that are demographically different from one's self, and (b) personal anecdotes about how you have dealt with such situations.

_____

_____

_____

Appendix E – *Module 5- Challenging Beliefs*

Identify three instances when you found your own beliefs about a member from another group (race/ethnicity, gender, sexual orientation, religion etc.) to be incorrect or had them disproven.

1. _____

   _____

   _____

   _____

   _____

   _____

2. --

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   _____

3. --

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_____

In each case, why do you think this occurred?

1. --

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2. --

_____

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_____

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3. --

_____

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_____

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_____

In each case, what may have been the implication(s)?

1. --

   _____

   _____

   _____

   _____

2. --

   _____

   _____

   _____

   _____

3. --

   _____

Appendix F: *Demographic information*

Please answer the questions about yourself and your parents/guardians to the best of your knowledge. If you do not know the answer to the question or the question does not apply to you, please write "N/A" to indicate it is not applicable.

1. What is your gender?
   ☐ Male
   ☐ Female
   ☐ Trans Male
   ☐ Trans Female
   ☐ Genderqueer/Gender nonconforming
   ☐ Different Identity (Please state _____)

2. What sex were you assigned at birth (i.e., on your birth certificate?)
   ☐ Male
   ☐ Female

3. What is your age?
   _____

4. What is your race or ethnic background? (check all that apply):
   ☐ White/Caucasian
   ☐ Black/African American
   ☐ Hispanic or Latino
   ☐ Asian
   ☐ Pacific Islander or Native Hawaiian
   ☐ American Indian
   ☐ Alaskan Native
   ☐ Middle Eastern
   ☐ Other: Please Describe_____

5. Are you fluent in more than one language?
   ☐ Yes

   ☐ No

6. What is your sexual orientation?
   ☐ Heterosexual
   ☐ Homosexual
   ☐ Bisexual
   ☐ Other (Please describe _____)

7. Marital Status:
   - ☐ Single
   - ☐ Married
   - ☐ Separated
   - ☐ Divorced
   - ☐ Widowed
   - ☐ Living with Another
   - ☐ Domestic Partnership

8. Class:
   - ☐ Freshman
   - ☐ Sophomore
   - ☐ Junior
   - ☐ Senior

9. How many credit hours are you enrolled in this semester?
   _____

10. Major: _____

11. Minor: _____

12. Do you have any other degrees?
    - ☐ Yes
    - ☐ No

    If Yes, please list them here: _____

13. What is your employment status?
    - ☐ Not Employed, Full-time Student
    - ☐ Not Employed, Part-time Student
    - ☐ Employed Part-Time
    - ☐ Employed Full-Time
    - ☐ Self-Employed

14. GPA: _____

15. SAT Score: _____
    Verbal: _____
    Math: _____

16. ACT Score: _____

17. Are you the first one in your immediate family to attend college?
    - ☐ Yes
    - ☐ No

73

Appendix G: *Training Reaction Measure*

Affective Reactions Subscale ($\alpha = .89$)

1. I would recommend this program to other students who have the opportunity.

2. I have an overall good feeling about how the training program was carried out.

3. I would recommend that every student take part in this training program.

4. The training program was, overall, very effective.

5. The training program was conducted poorly.

Utility Subscale ($\alpha = .84$)

1. This training program taught me nothing I will use. (Utility; reverse scored)

2. This training program was a useless waste of my and/or others' time. (Utility; reverse scored)

3. The training program was useless for me. (Utility; reverse scored)

4. The training program allowed me to develop specific skills that I can use in class. (Utility)

5. The training program was very useful. (Utility)

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Appendix H: *Attitudes Towards Diversity Training Scale (Backlash Subscale)*

Backlash Subscale ($\alpha = .69$)

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1. I feel that this training course was meant to sensitize White males at this university.

2. This training course would create too much of a "politically correct" atmosphere at this university.

3. I feel personally threatened by this training course.

4. I feel that this course would create a backlash against diverse groups at this university.

Appendix I: *Attitudes Toward Diversity Scale*

Attitudes Toward Diversity Scale (α=.91)

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1. All in all I would say that minority workers are just as productive as other workers. (Coworker, reverse scored).

2. The most qualified workers often seem to be male. (Coworker)

3. Minority workers seem to be less productive on average. (Coworker)

4. I feel that women have a more difficult time handling positions of authority relative to men. (Supervisor)

5. I would feel just as comfortable with a Black or Hispanic supervisor as I would with a White supervisor (Supervisor, reverse scored)

6. It seems that those minorities in supervisory positions are ineffective relative to other supervisors (Supervisor)

7. Most of the women in management positions do an outstanding job (Supervisor, reverse scored)

8. Relative to male supervisors, female supervisors seem to be less effective (Supervisor)

9. Under most circumstances, I would prefer a male supervisor (Supervisor)

10. I would feel less comfortable with a female supervisor than I would with a male supervisor (Supervisor)

11. I feel it is wrong for an organization to have two sets of test scores for minorities and non minorities, even when the test is somewhat biased. (Hiring) -

12. I feel that increasing the hiring of women and minorities can only help an organization. (Hiring, reverse scored)

Appendix J: *Benefits of Diversity Scale*

Understanding Diverse Groups in Society Subscale ($\alpha = .89$)

---

1. Diversity enables us to adjust our policies to different groups in society

2. Diversity gives us better insights in the needs of different groups in society.

3. Diversity allows us to reach a larger part of the community with our policy.

4. Diversity helps us better understand new developments in society.

Creative Potential Subscale ($\alpha = .87$)

---

1. Diversity makes us better at solving complex problems.

2. Diversity enables us to come up with more original ideas.

3. Diversity makes us more innovative.

4. Diversity leads colleagues to learn more from each other's knowledge and experience.

Image of Social Responsibility Subscale ($\alpha = .80$)

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1. Diversity is good for a company's image towards the outside world

2. Diversity makes the outside world look at an organization in a more positive way.

3. Diversity makes all groups in society look at an organization in a more positive way

4. Diversity is good for an organization's image amongst minority groups in society

---

Social Environment Subscale ($\alpha = .84$)

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1. Diversity has a positive effect on the work atmosphere

2. Diversity leads to a pleasant work environment.

3. Diversity is fun.

4. Diversity makes organizations interesting places to work.

INBASKET EXERCISE

Please imagine that you are a Human Resources (HR) Assistant Manager at a bottled water company called Ty Nant Spring Water. On the next two pages you will find information highlighting the benefits of a career at Ty Nant and a job description detailing the specific duties and requirements of the position.

The materials in the remaining sections of the packet will be used to assess your ability to successfully operate as the HR Assistant Manager at Ty Nant Spring Water. You will be asked to complete a series of four "in-basket" tasks in which you will assume the role of the HR Assistant manager and respond to items accumulated in your in-basket.

Specifically, you will be asked to review e-mails from Ty Nant employees and respond appropriately to them.

PURE BY DESIGN

Audacious,
curvaceous,
cutting-edge,
inspirational,
visionary

Ty Nant Spring Water believes that every professional should have the opportunity to define their own career path with the tools and opportunities necessary to fulfill and surpass our company goals. We believe that the personal excellence of every employee serves to establish and maintain the highest quality of products rendered to our clients.

Our employees, our customers, the firm as an organization, and the public community all stand to gain if we work together in the spirit of advancement. We place a high degree of importance on a fast-paced work environment that allows us to leverage the talents of a high-caliber organization.

Our primary goal is to hire and maintain the best and most qualified people. Ty Nant Spring Water is an exhilarating environment where intellect, imagination, and achievement are recognized and rewarded.
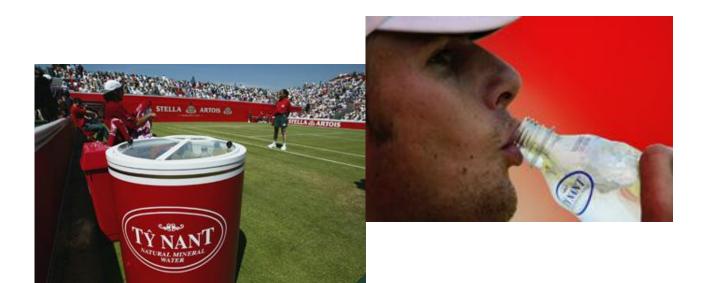
As a **Human Resource Assistant Manager**, your position entails management of day-to-day HR functions including recruitment, employee relations, compensation, performance management, workers' compensation, organizational goal setting, and legal compliance. The HR Assistant Manager will also provide advice on HR issues related to management and staff.

The successful HR Assistant Manager will have a Microsoft Office experience, a customer service attitude, initiative, flexibility, strong organizational skills, and strong communication skills. We offer a competitive salary and benefits package commensurate with experience.

Ty Nant Spring Water welcomes members of all groups and affirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, or disability.

Because the HR Assistant Manager receives many employment-related questions every day, this task will assess your ability to effectively understand and respond to these questions. Some of these e-mails involve an assessment of the benefits and risks of implementing new programs, so please respond to each of these emails in the fashion you deem to be most appropriate.

Date: Wednesday, June 24, 2016 09:07 am
From: Kim Camuel <kcamuel@tynant.com>
To: HR Department <hr@tynant.com>
Subject: Benefits question

As Compensation Director for Ty Nant, I have been reviewing Ty Nant's benefits statements and was hoping that you could help me with a question we have been struggling with in our department about the current benefits plan. Currently, medical and dental benefits are only extended to heterosexual spouses of Ty Nant employees. However, there has been some discussion of extending these benefits to gay and lesbian life partners of homosexual employees as well.

Do you believe from an HR perspective that extending benefits to this group would be beneficial? On one hand, it would help us attract and retain qualified gay and lesbian workers at Ty Nant and help create a culture of inclusion and diversity. On the other hand, it might make some of our more conservative employees uncomfortable or even angry. Does HR have any advice?

Your task:
Please respond briefly (one to two sentences) to Ms. Camuel in the space provided and then respond to the questions below.

From: HR Department <hr@tynant.com>
To: Kim Camuel <kcamuel@tynant.com>
Subject: Benefits question

Please use the scale below to answer the following seven questions.

1-------------2-------------3-------------4-------------5-------------6-------------7
Not at all   Neutral   Very Much So

1)_____Do you believe that Ty Nant should extend benefits to the gay and lesbian partners of employees?

2)_____Will extending these benefits ultimately be *beneficial* for Ty Nant?

3)_____Will extending these benefits ultimately be *harmful* for Ty Nant?

4)_____Will extending these benefits help in *recruiting* more gay and lesbian applicants?

5)_____Will extending these benefits make some people *uncomfortable or angry*?

6)_____Will extending these benefits positively affect Ty Nant's *overall economic success*?

7)_____Will extending these benefits help create a culture of *diversity and inclusion*?

Date:	Thursday, June 25, 2016 03:18 pm
From:	Robert Morgan <rmorgan@tynant.com>
To:	HR Department <hr@tynant.com>
Subject:	Benefits center

I have been reviewing the pros and cons of outsourcing our benefits administration office to Bangladesh and would like you to weigh in on the matter. By utilizing the IP based global telecommunications resources, customer calls originated from anywhere in the world can be routed to and remotely handled by call center agents sitting in Bangladesh. As the installation and service costs of a call center in western countries are expensive, many call center outsourcing companies are now installing call centers remotely in Asian countries to keep the cost down. The country has enough educated and English-speaking people who can easily handle customer calls. Therefore, installing call centers in Bangladesh would be cost effective and beneficial for both national and international business investors.
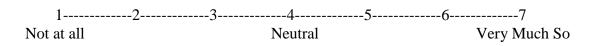
However, there are some concerns that moving our benefit call center to Bangladesh would create extremely negative public relations both internally and externally. American employees who currently work in the call centers (roughly 2,300) would have to be terminated. This could potentially send a message to other employees that their job security is also tenuous, which could in turn lower morale, decrease worker satisfaction, and create an increase in turnover from employees looking for jobs that they perceive as more stable. This move could also create negative feelings in the general community if the public believes that our focus is on turning a profit and not preserving jobs in the Houston area. These issues, obviously, could ultimately hurt our bottom line in the long run. Please advise on how we should proceed.

Your task:
Please respond briefly (one to two sentences) to Mr. Morgan in the space provided and then respond to the questions below.

From:	HR Department <hr@tynant.com>
To:	Robert Morgan <rmorgan@tynant.com>
Subject:	Benefits center

Please use the scale below to answer the following eight questions.

1-------------2-------------3-------------4-------------5-------------6-------------7
Not at all   Neutral   Very Much So

1)_____ Do you believe that Ty Nant should outsource its benefit call center to Bangladesh?

2)_____Will outsourcing the call center to Bangladesh ultimately be *beneficial* for Ty Nant?

3)_____Will outsourcing the call center to Bangladesh ultimately be *harmful* for Ty Nant?

4)_____Will outsourcing the call center to Bangladesh positively affect Ty Nant's *overall economic success*?

5)_____Will outsourcing the call center to Bangladesh cause *fear about job security* among employees?

6)_____Will outsourcing the call center make some clients *less likely to utilize* the call center?

7)_____Will outsourcing the call center create a negative image of Ty Nant in the general community?

8)_____Are the *benefits worth the risks* of outsourcing the call center to Bangladesh?

Date:	Friday, June 26, 2016 011:26 pm
From:	Jim Bryan <jbryan@tynant.com>
To:	HR Department <hr@tynant.com>
Subject:	Evaluation issue

I have an HR question about one of the members of my staff in our bottled water direct market sales division, Jill Carpenter. Jill has been a high-performing member of our sales team for several years now, and consistently meets or goes beyond her sales quotas. Our clients really seem to respond well to her, and she is always given glowing evaluations by them.

Although Jill's core job performance is always top-notch, she is often unable to perform certain job functions that would require work outside of the regular job hours, mainly because of family obligations. For example, some of our clients need to be picked up from the airport in the early evening, but Jill is often unable to perform this nonrequired but helpful behavior because she must pick her children up from daycare at these times. I want to be fair to Jill and her situation because she is such an incredible asset to Ty Nant, but I also want to let my other employees who are able to go "above and beyond" the call of duty know that I really appreciate their extra work. What should I do?

Your task:
Please respond briefly (one to two sentences) to Mr. Bryan in the space provided and then respond to the questions below.

From:	HR Department <hr@tynant.com>
To:	Jim Bryan <jbryan@tynant.com>
Subject:	Evaluation issue

Please use the scale below to answer the following six questions.

```
1------------2------------3------------4------------5------------6------------7
Not at all                          Neutral                   Very Much So
```

1)_____Should Mr. Bryan *negatively evaluate Ms. Carpenter* on her next performance evaluation for not being able to perform nonrequired but helpful work behaviors?

2)_____Should Mr. Bryan *reward employees* who are able to perform nonrequired but helpful work behaviors?

3)_____Should Ms. Carpenter's inability to perform these extra-role behaviors be taken into account when she is next eligible for a promotion or raise?

4)_____Should Ty Nant *build an on-site daycare center* so that employees like Ms. Carpenter do not experience work-family conflicts?
5)_____Should Ty Nant implement *flexible working hours* so that employees like Ms. Carpenter do not experience work-family conflicts?

6)_____Should Ty Nant implement *telecommuting* so that employees like Ms. Carpenter do not experience work-family conflicts?

Our marketing team has just reviewed some recent research, and we believe that Ty Nant is currently missing an exciting opportunity for growth in the Black, Hispanic, and Asian-American communities. The bottled water industry has historically not focused on this segment of the population, and we believe that this is to a great loss. In order to expand our market share in these communities, however, we feel that it is imperative to have a more diverse marketing team that can actively court and relate to this market. In order to achieve this goal, we would like to implement some form of affirmative action program that can increase both the diversity and quality of our sales team. Because it is a controversial issue, however, we believe that there might be some backlash from White applicants who do not get selected, from current employees who might stigmatize the program and the people hired under it, and from the general public. How does HR feel about affirmative action and do you think we should implement it? Thank you.

Your task:
Please respond briefly (one to two sentences) to Ms. Hughes in the space provided and then respond to the questions below.

From: HR Department <hr@tynant.com>
To: Shelley Hughes <shughes@tynant.com>
Subject: Affirmative Action

Please use the scale below to answer the following eight questions.

1-------------2-------------3-------------4-------------5-------------6-------------7
Not at all   Neutral   Very Much So

1)_____Do you believe that Ty Nant should implement an affirmative action program in the sales team?

2)_____Will an affirmative action program ultimately be *beneficial* for Ty Nant?

3)_____Will an affirmative action program ultimately be *harmful* for Ty Nant?

4)_____Will an affirmative action program at Ty Nant hurt the *opportunities for success* of people who are like you in terms of their ethnicity and sex?

5)_____Will an affirmative action program positively affect Ty Nant's *overall economic success*?

6)_____Will an affirmative action program affect the *actual representation of minorities* at Ty Nant?

7)_____Will an affirmative action program negatively affect the *attitudes of Whites toward minorities* here?

8)_____Are the *benefits worth the risks* of implementing an affirmative action program at Ty Nant?

Because of my position as Head of Publications in Ty Nant's Public Relations department, I have recently been asked to review the pros and cons of making our employee publications available in Spanish. We have an increasing number of legal Hispanic immigrants in our Houston office whose first language is not English, and many of them are not able to benefit from our current list of all English publications, such as benefit brochures, benefit and payroll statements, safety notices, changes to organizational policies, formal evaluations, training booklets, and the like.

We believe that making these brochures available in Spanish would increase the morale and satisfaction of these employees, would reduce job-related accidents (and thus, liability), and would decrease communication-related misunderstandings—all issues that would contribute to profitability. However, the translation and back-translation costs would be quite large. Furthermore, the printing and distribution costs would also be substantial. What is HR's position on this issue?

Your task:
Please respond briefly (one to two sentences) to Ms. Jundt in the space provided and then respond to the questions below.

From:	HR Department <hr@tynant.com>
To:	Katie Jundt <kjundt@tynant.com>
Subject:	Evaluation issue

Please use the scale below to answer the following eight questions.

```
1-------------2-------------3------------4------------5------------6------------7
Not at all                        Neutral                      Very Much So
```

1)_____Do you believe Ty Nant should make all of their publications available in both English and Spanish?

2)_____Will adding publications in Spanish ultimately be *beneficial* for Ty Nant?

3)_____Will adding publications in Spanish ultimately be *harmful* for Ty Nant?

4)_____Will adding publications in Spanish reduce the number of *safety-related accidents*?

5)_____Will adding publications in Spanish *increase the morale* of Spanish-speaking employees?

6)_____Will adding publications in Spanish *cost too much* time and money?

7)_____Will adding publications in Spanish positively affect Ty Nant's *overall economic success*?

8)_____Are the *benefits worth the risks* of making publications available in both English and Spanish?

Once you have completed this task, please inform the experimenter.

Protocol A

Read the following introduction to the participants when you are ready to begin. In this study, we are interested in how different people work together. You may notice I am reading from a script, this is to ensure standard administration to all groups so that we can attribute any observed effects to the training being administered. Both before and following the training, you will be instructed to take fill out some questionnaires. Please use the provided identification numbers as they will be used to track your scores! Following the training, you will be asked to also participate in an activity where you will be asked to respond to hypothetical situations that you may commonly encounter as assistant manager of human resources at Ty Nant, a mid-sized organization with a fairly diverse workforce. As an assistant manager, you will imagine that you have just been asked to undergo a training focused on developing behaviors conducive to facilitating teamwork and a positive job climate. All your responses will be kept confidential.

Informed consent. (Distribute informed consent form – Appendix J). Are there any questions? Is everyone willing to participate; it is fine if you choose not to. You may withdraw at any time without any penalty for electing to do so.

 Distribute Attitudes Towards Diversity Scale and Benefits and Threats of Diversity Scale. Now we are going to have you each fill out the following surveys prior to beginning our training session. Please be sure to enter your correct identification number as it is necessary to track scores. **Take the surveys back, making sure the students filled in their ID numbers.**

Facilitating Work-Group Harmony Training. **Use** *Training A* **modules** (see Appendices A and B).

In answering questions, be sure to value each person's input, and never let them feel singled out or like their answers/experiences are not valid. Do your best to be inclusive of all members!

Hand out Appendix A - Module 1 – Scientific Testimony. For Module 1, please read the following handouts carefully. You will be asked questions regarding what you just read shortly following Module 1 so it is crucial that you pay attention. If you have any questions, please raise your hand and I will be happy to assist you. **Wait 10 minutes while they read the module.** Does anyone need more time to finish reading? Does anyone have any questions? **Collect the Module materials make sure that they put their participant ID numbers on each packet.**

Hand out Appendix B – Module 2 – Importance of Working with Others. For Module 2, you will be asked a series of questions. On the paper provided, please answer the questions. Please answer the questions in as much detail as you can; your answers will remain anonymous. **Wait 15 minutes while they answer the questions.** Does anyone need more time to finish writing? Does anyone have any questions? **Collect the Module materials, make sure that the participant ID numbers are on each packet**

Presentation of Diversity Information. Hand out Diversity Article reading

 Distribute Training Reactions Survey, Backlash Scale, Post-Test Attitudes Towards Diversity Scale, and Post-Test Benefits and Threats of Diversity Scale. Now we are going to have you each fill out some more surveys following the training. Please be sure to enter your correct identification number as it is necessary to track scores.

Take up the surveys making sure that the students filled out their identification numbers. Hand

out the In-Basket Exercise. Now please imagine that you are an assistant manager in the Human Resources department at Ty Nant Spring Water. Read the packets provided carefully and respond to each hypothetical situation as you would in the actual job. **Take up the in-basket packets when they are completed, make sure that their participant ID numbers are on the packet**

Debriefing:

- Thank you for your participation! The experiment is now complete. We appreciate your time. Your SONA points will be awarded to you soon. If you are interested in hearing the results of this study, leave me your email address and we will email you the results and full details about the purpose upon completion of the data collection efforts.

- (**email Appendix K to those who left email once the full experiment has been concluded**)

Appendix M. – *Protocol Group B – Instructions to Participants.*

Protocol B

Read the following introduction to the participants when you are ready to begin. In this study, we are interested in how different people work together. You may notice I am reading from a script, this is to ensure standard administration to all groups so that we can attribute any observed effects to the training being administered. Both before and following the training, you will be instructed to fill out some questionnaires. Please use the provided identification numbers as they will be used to track your scores! Following the training, you will be asked to also participate in an activity where you will be asked to respond to hypothetical situations that you may commonly encounter as assistant manager of human resources at Ty Nant, a mid-sized organization with a fairly diverse workforce. As an assistant manager, you will imagine that you have just been asked to undergo a training focused on developing behaviors conducive to facilitating teamwork and a positive job climate. All your responses will be kept confidential.

Informed consent. (Distribute informed consent form – Appendix J). Are there any questions? Is everyone willing to participate; it is fine if you choose not to. You may withdraw at any time without any penalty for electing to do so.

Distribute Attitudes Towards Diversity Scale and Benefits and Threats of Diversity Scale. Now we are going to have you each fill out the following surveys prior to beginning our training session. Please be sure to enter your correct identification number as it is necessary to track scores. **Take the surveys back, making sure the students filled in their ID numbers**
Facilitating Work-Group Harmony Training. **Use** *Training B* **modules** (see Appendices A - E). **Provide the handouts and go through each module. In answering any potential questions, be sure to value each person's input, and never let them feel singled out or like their answers/experiences are not valid. Do your best to be inclusive of all members!**

Hand out Appendix A - Module 1 – Scientific Testimony. For Module 1, please read the following handouts carefully. You will be asked questions regarding what you just read shortly following Module 1 so it is crucial that you pay attention. If you have any questions, please raise your hand and I will be happy to assist you. **Wait 10 minutes while they read the module.** Does anyone need more time to finish reading? Does anyone have any questions? **Collect the Module materials make sure that they put their participant ID numbers on each packet.**

Hand out Appendix B – Module 2 – Importance of Working with Others. For Module 2, you will be asked a series of questions. On the paper provided, please answer the questions. Please answer the questions in as much detail as you can; your answers will remain anonymous. **Wait 5 minutes while they answer the questions.** Does anyone need more time to finish writing? Does anyone have any questions? **Collect the Module materials make sure that they put their participant ID numbers on each packet.**

Hand out Appendix C – Module 3 - Reflection Questions. Please reflect on and answer the following questions regarding your own past experiences. If you have any questions or concerns, please raise your hand and I will do my best to help you. **Wait 10 minutes.** Does anyone need any more time? Does anyone have any questions? **Collect the Module materials make sure that they put their participant ID numbers on each packet.**

Hand out Appendix D – Module 4 - Letter to your Protégé. Read the introductory paragraph out loud. Please take the next 25 minutes to write your protégé a letter as instructed in your hand out. If you have any questions or concerns, raise your hand and I will be happy to help you. **Wait 25**

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minutes. Does anyone need any more time? Does anyone have any questions? **Collect the Module materials, make sure that they put their participant ID numbers on each packet.**

Hand out Appendix E – Module 5 – Challenging Beliefs. Please answer the following questions on the hand out. If you have any questions or concerns, please raise your hand and I will do my best to help you. **Wait 10 minutes**. Does anyone need more time? Do you have any questions? **Collect the Module materials, make sure that they put their participant ID numbers on each packet.**

Distribute Training Reactions Survey, Backlash Scale, Post-Test Attitudes Towards Diversity Scale, Benefits and Post-Test Threats of Diversity Scale. Now we are going to have you each fill out some more surveys following the training. Please be sure to enter your correct identification number as it is necessary to track scores.

Take up the surveys making sure that the students filled out their identification numbers. Hand out the In-Basket Exercise. Now please imagine that you are an assistant manager in the Human Resources department at Ty Nant Spring Water. Read the packets provided carefully and respond to each hypothetical situation as you would in the actual job. **Take up the in-basket packets when they are completed, make sure that their participant ID numbers are on the packet.**

Debriefing:

- Thank you for your participation! The experiment is now complete. We appreciate your time. Your SONA points will be awarded to you soon. If you are interested in hearing the results of this study, leave me your email address and we will email you the results and full details about the purpose upon completion of the data collection efforts.

- (**email Appendix K to those who left email once the full experiment has been concluded**)

Appendix N. Informed Consent Form

Thank you for your interest in our study titled "Improving Work Group Relations" (University of South Florida eIRB#XXXX). Before you learn more about the study, we would like to share some important information with you about participating.

Please read the information below carefully and decide if you would like to participate:

INFORMED CONSENT TO PARTICIPATE IN RESEARCH
Information to Consider Before Taking Part in this Research Study
eIRB#XXXX

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this online research study. We are asking you to take part in a research study that is called: "Improving Work Group Relations."

The person who is in charge of this research study is Fred G. Macoukji, M.A. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. He is being guided in this research by Dr. Wendy Bedwell. The research will be done by collecting your responses online through electronic surveys.

PURPOSE OF THE STUDY
The purpose of this study is to investigate ways of improving group performance at work. This study is being conducting as part of a doctoral student dissertation. You are being asked to participate because you may meet the eligibility requirements for participation.

STUDY PROCEDURES
If you take part in this study, you will be asked to (A) complete a short 30-minute survey today, (B) complete a 65-minute training session (C) complete a follow-up survey and exercise following the training session.

VOLUNTARY PARTICIPATION/WITHDRAWAL
You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Your decision to participate or not to participate will not affect your student status (course grade) or job status.

ALTERNATIVES
You have the alternative to choose not to participate in this research study.

BENEFITS
We believe that as a result of participating in this study, you will have a better understanding of how to work well with others.

RISKS OR DISCOMFORT

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

COMPENSATION

You will receive 3 hours of credit on SONA to count

PRIVACY & CONFIDENTIALITY

We will keep your study records as confidential as possible. Your results will be password protected and may be stored for up to 5 years after the Final Report is filed with the IRB. However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

(1) The research team, including the Principal Investigator, the Advising Professor, and all other research staff.
(2) Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety. These include:
(a) The University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.
(b) The Department of Health and Human Services (DHHS).

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are. You can print a copy of this consent form for your records or contact fredmacoukji@mail.usf.edu for a PDF copy.

Study Rationale and Potential Implications for the All-Inclusive Multicultural (AIM) Approach to Diversity Training

What are attitudes?

Attitudes are feelings or beliefs individuals have regarding a particular entity, which entail a certain degree of favor or disfavor. These attitudes then influence individuals' behaviors, often outside of their conscious control. Such beliefs have traditionally been found to be very difficult to change, but through systematic exposure to targets that disqualify such attitudes, or through training interventions that make use of perspective taking, individuals can take strides in shifting these attitudes.

What are the benefits of shifting these attitudes?

Evidence indicates that the workplace is becoming increasingly diverse. As such, it behooves employees to find ways to adjust their work style to accommodate the shifting work environment in order to remain as optimally productive as possible. By striving to improve relationships with outgroup members, research indicates that such efforts can lead to greater innovation, better performance, greater cohesion, less conflict, and better climate within work groups.

Rationale

The rationale of the study you have just completed was that if this training is successful, it will lead to a shift in implicit attitudes towards minorities and diversity. This shift in attitudes will then lead to improvements in how group members rate their work group in terms of how inclusive the group was, as well as the extent to which individuals might be willing to work with that work group in the future. If our hypothesis is supported, potential implications may include the following:

Action Steps for Managing your Diversity Beliefs

To the extent that you tend to hold stereotypical beliefs when evaluating people, ask yourself:

1. *In spite of pervasive stereotypes, can I think of individuals for whom stereotypes do not apply?* e.g., someone that doesn't fit the common conceptualization of a member of their demographic group.

2. *Can I readily 'sum up' what this person is really like?* If you feel that you can, you may need to think again to appreciate the differences in how they act, depending upon the circumstances. Ask yourself: *What behaviors could they exhibit that would change my mind?*

3. *Do I systematically look for instances that contradict my initial impression of people?* Forming positive or negative impressions without being willing to update them when additional information becomes available is probably a major threat to providing accurate performance appraisals.

4. *Do I look at systematic group differences as an asset or a liability?* Can I see how differences based on culture, social experiences, upbringing and environment can bring value to a group by offering novel insights and valuable input, rather than denigrating others based on perceived differences?

In summary, valuing and celebrating the differences others bring to the table based on group differences requires exposure to outgroup members. However, in order to guide such exposure to lead to a positive outcome, one must enter such interactions with an open mind, and a willingness to challenge previously held stereotypical beliefs about members from other groups.

Appendix P. – *Estimated Time of AIM Induction Modules.*

Activity	Mechanism	Estimated Time (mins)
Intro/Informed Consent		5
Read testimonial	Scientific testimonial	10
Importance of working with others	Idea generation	5
Reflection questions	Reflection	10
Letter to your protégé	Advocacy	25
Challenging Beliefs	Dissonance	10
TOTAL		**65**