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An Investigation of the Outcomes of Short-term Diversity Training
(Under the direction of THOMAS VALENTINE)

Businesses of all types, along with public agencies have, invested millions of dollars into diversity training, with most of them doing short-term training. While the proliferation of diversity training has been phenomenal, negligible research has been conducted to evaluate its impact. Evaluation of the impact and effectiveness of diversity training is necessary so that strengths and weaknesses can be identified and improvements made.

In order to investigate the outcomes of diversity training I developed three measures corresponding to the first three levels of Kirkpatrick's training evaluation scheme: (a) the level of satisfaction with the training, (b) the amount of learning that has occurred, and (c) the resulting change in behavior on the job. Numerous review panels vigorously evaluated each measure before and after a pilot study. Upon completion of the actual study, the data was subjected to variety statistical analyses, to include item and measure means, standard deviations, correlations and ANOVA.

On all three measures the participants exhibited positive findings, with the most dramatic finding being that overwhelming majority indicated that they were more sensitive to other people's differences after the training. The second finding is that the three measures are not correlated. Finally, personal characteristics affected the participants' satisfaction with the training and organizational factors affected the participations' satisfaction with the training and the amount of learning that occurred. This study contributes to the fields of adult education and diversity education, and provides a model for the evaluation of diversity training.

INDEX WORDS: Diversity Training; Education, Adult and Continuing; Education,
Bilingual and Multicultural; Education, Industrial; Ethnic and
Racial Studies

AN INVESTIGATION OF THE OUTCOMES OF SHORT-TERM DIVERSITY
TRAINING

by

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2001

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DEDICATION

I would like to dedicate this work to my son, Cameron Rouse (Cam). He, alone, has been with me every step of the way. It couldn't have been easy traveling for hours to class, sitting through class, or even staying with a sitter, who most likely did not have any kids his age. But he sacrificed right along with me. I love you, Cam, and thank you.

ACKNOWLEDGEMENTS

Dear Lord, let me thank you for all the people who have come before me, whose struggles and pain paved the way for me to have the opportunity to begin and complete this work.

Let me thank you for my family. Especially, my mother, who took me aside and taught me whenever I struggled, in addition to raising six other kids and my father, who taught me to be strong and always trust in God. Along the way my sisters and brother were all ways been there for me. They have provided me with support psychologically as well as, in some cases, physically.

I would also like to thank the members of my committee, Drs. Ron Cervero, Karen Watkins, Rosemary Phelps, and Brad Courtney, for the time they spent on this project. I acknowledge specifically the contribution of my major professor, Dr. Tom Valentine, whose guidance made the completion of this project possible. Dr. Joseph Wisenbaker acted as an unofficial committee member. He was invaluable in conducting the appropriate statistical analyses and interpreting the results.

I would like to recognize my friends, Mauricio Valasquez, Drs. Ian Toppin and Kathy Perdue. Mauricio went beyond the call of duty to help me simply because he could. Ian, who attended class with me, was very instrumental on the ins and outs of conducting a study and the political aspects of getting a dissertation completed. Kathy was very helpful in reviewing my work and many cases allowing me to use her work as a guide

And finally, dear Lord let me thank you for all the people who have helped me along the way, on this project and just in everyday survival. I have been truly blessed. I can only take from such blessings that I have a purpose. So continue to guide and bless me as I begin to move into a new phase of my life and attempt to use my blessings to help others achieve their goals. Amen.

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CHAPTER 1

INTRODUCTION

Background to the Problem

No other nation speaks so eloquently of universal justice and equal opportunity as does the United States (Hacker, 1995). From its very inception, this country has promised equality. Life, liberty, and the pursuit of happiness are articulated as rights to which all “men” are entitled within the Declaration of Independence. These rights are found within the context of equality (Miller, 1997).

Although the institution of slavery makes the Declaration of Independence little more than rhetoric to some, it is rhetoric of unquestionable historic dimension. The Declaration of Independence also serves as a definer of “man”, a definition that did not include slaves since they were not viewed as men (Miller, 1997).

On July 5, 1852 in a speech, which came to be titled “What To the Slave is the Fourth of July?” Frederick Douglass praises the writers of the Declaration of Independence for their vision and willingness to fight for what they perceived as their right to life, liberty, and the pursuit of happiness. He then denounced the practice of slavery and the fact that Blacks were denied the rights his neighbors so freely enjoyed (Eddings, 1993).

Later Lincoln would broaden the definition of “man” by emancipating the slaves. He also made explicit the promise of equality through such rights as life, liberty, and the pursuit of happiness in the Gettysburg Address. Lincoln reasserted, “all men are created

equal” and have “unalienable rights.” He made some forms of inequality unlawful (Miller, 1997).

Since that time, the Civil Rights Act of 1964 was passed to protect employees from discrimination based on race, gender, religion, or national origin (Kossek & Lobel, 1996). Additional legislation has been passed to protect the rights of older employees (Reynolds, Masters, & Moser, 1998), pregnant employees, and employees with disabilities (Walsh, 1995).

The current spotlight on diversity is due in part to a landmark study reported in the book *Workforce 2000* by Johnson and Packer (Winterle, 1992). Among other things Johnson and Packer (1987) projected that over the ensuing decades, the majority of people entering the U.S. labor force would be women, people of color, and immigrants. Edmondson (1996) also predicted that the changes would continue into the next decade. Numerous authors have predicted similar changes along the lines of diversity. A summary of the depictions of the future workforce can be found in Table 1.

Table 1

Depiction of the Future Workforce

Author	Prediction
Johnson and Packer	<ul style="list-style-type: none"> • Between 1985 and 2000 five-sixths of the net additions to the labor force would be non-whites, women, and immigrants.
Hamilton	<ul style="list-style-type: none"> • By the year 2000, women would account for more than 47 percent of the total workforce. • By the year 2000, Blacks would make up to 12 percent of the labor force. • By the year 2000, fifty-one percent of the labor force would be comprised of people between the ages of 35 and 54.

Edmondson	<ul style="list-style-type: none"> • Between 1994 and 2005, women would make the biggest gains. • Between 1994 and 2005, the number of Black workers would increase by fifteen percent. • Between 1994 and 2005, the number of Hispanic and Asian American workers would grow by thirty-six and thirty-nine percent respectively.
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Among other things, employee morale and productivity will depend on the way firms manage the changing demographics (Golembiewski, 1995; Tan, Morris, & Romero, 1996). Organizations founded by White males reflect the norms of this somewhat homogeneous group. The shifting demographics necessitate a change in the way organizations deal with “others”; others being those individuals that have not been traditionally a part of the business mainstream such as Blacks, Hispanics, and women. Employers will have to learn how to train, manage, and motivate a labor force comprised of individuals with varying backgrounds and perspectives (Hamilton, 1992).

These organizations must transform themselves in ways that will allow and encourage people of different races, gender, and ethnicity to work together or fail to reach their organizational goals. Secondly, cultural diversity has the potential to strengthen organizations by providing innovative means of addressing organizational problems (Cox, 1994; Thomas, 1991). Finally, many are not eager to be assimilated into the traditional way of doing of business. Highly educated professionals come to their organizations with expectations of participatory decision-making, which is at odds with the usual hierarchical management style (Thomas, 1991). American workers, in general, are placing greater value on the quality of the organizational culture (Harris, 1985).

The implication for organizations is that people will not be easily controlled or influenced, and culture will not be readily suppressed. “Others” may adapt to some

degree in order to survive, but they must find means to express their individuality and cultural identity (Arrendondo, 1996).

Given the importance of diversity to the changing workforce, the current data on how diverse groups fit in may be a true cause for concern. Overall, Blacks, Hispanics, and women have been historically locked out of the workforce due to structural inequalities (past and present) such as slavery, segregation laws, lack of access to schooling and housing, and socially sanctioned discrimination.

In response to the changing demographics many organizations have turned to outside consultants. The result has been a multimillion-dollar a year diversity training industry (Rice, 1994). Everyone has an opinion on the necessity of diversity training. These opinions range from it is absolutely unnecessary (Gordon, 1995) to training will be tantamount to survival in the new millennium (Bryan, 1998). Gordon (1995) maintains that diversity training causes new problems and exacerbates old ones. Bryan (1998) maintains that well-managed diversity will give some firms the advantage necessary to not only survive, but also proliferate.

Defining Diversity

One of the first things a researcher wishing to conduct a study related to diversity or company wishing to start a diversity initiative must do is define the term diversity. Thomas (1991) and Golembiewski (1995) suggest avoiding a narrow definition, which includes only women and nonwhites.

Galagan (1991) echoes Thomas' sentiments. Galagan's (1991) definition of diversity refers to much more than skin color and gender. It can encompass age, race,

religious affiliation, economic class, military experience, sexual orientation, physical ability, and mental ability (Galagan, 1991).

Thomas (1991) believes that an expanded definition would maintain that White males are not homogeneous, but are in some respects, as diverse as their co-workers. His expanded definition not only includes race and gender, but age, personal and corporate background, education, function, and personality. It also includes such characteristics as lifestyle, sexual preference, geographic origin, tenure with the organization, exempt or nonexempt status, and management or non-management (Thomas, 1991).

This line of thinking is reflected in “The Interactional Model of Cultural Diversity” (IMCD), which was designed by Cox (1994) for the study of all kinds of cultural identities, including job function, religion, age, and physical ability (Cox, 1994). However, the present study will focus primarily on diversity that is based on race, gender, and ethnicity. Research has shown that these bases of diversity are extremely important in understanding human transactions. Secondly, other group identities change over the course of a lifetime. Most importantly, the current base of knowledge is more developed for these identities, so the researcher is in a better position to apply knowledge from the social sciences by focusing on these group identities for an initial study (Cox, 1994).

Diversity training is the primary element (Mourino & Kagan, 1996; Winterle, 1992) and typical starting point for diversity initiatives (Cox, 1994). The ultimate goal of diversity training is to alter attitudes and behaviors toward people who are different (Winterle, 1992). There are two basic types of diversity training (Cox, 1994; Winterle, 1992). They may be treated as separate entities, although they are typically stages of a training program. The first stage or type is awareness training. *Awareness training*

addresses the business rationale for valuing diversity; the difference between diversity and affirmative action; how attitudes are formed and affect behavior; and identifying positive new behaviors (Winterle, 1992). *Skills – based training*, which is usually offered to organizational leaders, focuses on leading and developing those with diverse backgrounds (Winterle, 1992). Typical diversity training workshops are short-term in nature; meaning they may be a few hours in length (Golembiewski, 1995) or conducted over a one to three-day period (Cox, 1994). This study will focus on diversity training conducted over a period of less than two days.

Conceptual Framework

Training evaluation is a complex issue with a variety of components, methods, and techniques. Over forty years ago, Donald Kirkpatrick (1967) developed a four-level training evaluation model. Three of the four will be used for this study. Level one of Kirkpatrick's evaluation scheme involves measuring action and planned action (Brinkerhoff, 1989; Phillips, 1997). The second level of evaluation involves determining the extent to which learning has occurred (Phillips, 1997). The level three evaluation attempts to determine the extent to which new skills and knowledge have been applied on the job (Baldwin & Ford, 1988; Bates, Holton, & Seyler, 1996; Phillips, 1997). The fourth level of evaluation involves measuring system or organizational impact (Phillips, 1997). Although the model was never intended to describe exactly what to and how to do it, it does provide an overview of how to proceed (Kirkpatrick, 1996). The model is still in widespread use (Broad, 1997). It is also the standard upon which other techniques are compared (Hanson, 1997).

Statement of the Problem

Businesses of all types, along with public agencies, have invested millions of dollars into diversity training, with most of them doing short-term training. While the proliferation of diversity training has been phenomenal, negligible research has been conducted to evaluate its impact (Golembiewski, 1995). Evaluation of the impact and effectiveness of diversity training is necessary so that strengths and weaknesses can be identified and improvements made (Hubbard, 1997; Thomas, 1991).

Purpose and Research Questions

This study seeks to determine to what extent and in what ways short-term diversity training affects the participant. In order to carry out this broad purpose, five research questions were posed:

1. To what extent do the participants express satisfaction with the short-term diversity training they received?
2. To what extent do participants report learning gains after participating in short-term diversity training?
3. To what extent do participants report changes in behavior in the workplace following short-term diversity training?
4. To what extent are these three measures of short-term diversity training success (satisfaction, self-assessed learning, and behavior change) correlated?
5. To what extent are these three measures of short-term diversity training success explained by personal and organizational factors?

Significance of the Study

This study takes a multifaceted look at the effectiveness of short-term diversity training. By determining exactly what short-term diversity training can or can not do those individuals who design and deliver short-term diversity training and contract for such services will have a better understanding of when its use is appropriate. It is quite possible the study will identify the things it does not do, which will either require improvements or the development of other means of training.

Additionally, the instruments developed during this study may be used (with some modification) to evaluate short-term diversity programs in various organizations. In-house diversity professionals and consultants will have validated and reliable instruments to use in determining the impact of their diversity training on individuals. They will not only be able to ascertain if diversity training has the desired affect on the individual, but also determine if peers and/or the organization inhibited the desired affect.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to review the literature relevant to the study. The chapter has four major sections: (a) models of diversity training, (b) outcomes of diversity training, and (c) evaluation of diversity training.

The literature for this review was gathered from several sources. Those sources include the computer databases of Galileo, the University of Georgia's on-line library system (GALIN), and numerous texts. In many cases, the bibliographies of the texts led to other texts and numerous articles. On-line searches involved the use of a multitude of descriptors. Those descriptors included diversity training, managing diversity, diversity laws, diversity models, and diversity benefits. One of the problems with this new and emerging field is the shortage of empirical research; however, there is quite a bit of prescriptive literature. Prescriptive literature indicates what experts feel you should do regarding diversity training.

Models of Diversity Training

This section does not seek to provide a holistic view of all models or frameworks for providing diversity training (Hayles, 1996; Hyde, 1998; Mueller, 1996; Tanke, 1988; Tan, Morris, & Romero, 1996; Walker, 1994), but rather to discuss just what diversity is. There is a myriad of diversity training programs. These programs differ greatly in terms of the levels of change they seek to obtain, their goals, and their positioning within an overall intervention (Ferdman, 1994).

Diversity training can seek to affect change at the individual, institutional, or societal level. Typically, training is focused on a combination of levels. Diversity training at the individual level seeks to impart knowledge and/or change attitudes and behavior. Diversity training at the organizational level centers on changing the organizational culture, and eliminating discriminatory practices and other barriers. The logic being that a more inclusive organization is more effective (Cox, 1994; Morrison, 1996; Thomas, 1991). Finally, some community initiatives designed to address societal oppression contain a diversity training component (Ferdman, 1994).

The potential level of change desired by the organization is directly related to the goals targeted by the diversity training. These goals include imparting awareness or knowledge (Arredondo, 1995; Fine, 1995), skill building (Arredondo, 1995; Fine, 1995; Hayles, 1996; Walker, 1994), and/or changing the organizational culture. The information to be imparted can include knowledge of demographic change, laws against discrimination, and organizational policies related to diversity (i.e., sexual harassment). The knowledge could also pertain to how such differences affect individual behavior, the value added by diversity, the dynamics of prejudice, and the nature of oppression (Ferdman, 1994; Winterle, 1992).

The experts maintain that the design and implementation of diversity training should be guided by a needs assessment (Baytos, 1995; Hayles, 1996; Wentling & Palma-Rivas, 1997; Wheeler, 1994). The design and content of training conducted at one locality may be counterproductive at another (Arredondo, 1996; Baytos, 1995). The organization should be appraised to ascertain its unique needs and cultural climate (Wentling & Palma-Rivas, 1997; Wheeler, 1994). To do this, it is necessary to obtain

feedback from organizational members about how they are influenced by the systems and culture (Carr-Ruffino, 1996).

Proposed methods for obtaining the requisite data include surveys, interviews, focus groups (Baytos, 1995), benchmarking (Hayles & Russell, 1997; Wheeler, 1994), document reviews and finally direct observations through site visits or walk-throughs (Wentling & Palma-Rivas, 1997). Suggested interview (Carr-Ruffino, 1996) and *survey* questions include:

1. What barriers hamper further upward mobility?
2. How do they (organizational members) view the organization's overall success in managing diversity?
3. Do the company's systems and practices work naturally for everyone?
4. If not, why don't they? (Carr-Ruffino, 1996, p. 541- 542)

Focus groups involve a group of diverse organizational members conveying their thoughts on pre-determined items (Baytos, 1995; Wentling & Palma-Rivas, 1997). A document review involves scrutinizing documents related to salary, attrition, hiring, and promotions (Wentling & Palma-Rivas, 1997). Benchmarking involves comparing current diversity efforts with what other organizations have done (Balm, 1992). The cultural audit is a comprehensive analysis of an organization to determine its cultural roots (Hayles & Russell, 1997). It incorporates all of the aforementioned techniques (Wentling & Palma-Rivas, 1997).

A needs assessment is also useful in prioritizing the issues to be addressed. It also prevents the wasting of money, energy, and time providing diversity training with unnecessary components, focusing on issues that are not germane to the organization

(Caudron, 1993). Despite these important reasons, many organizations do not conduct a needs assessment before engaging in training (Rynes & Rosen, 1995).

Outcomes of Diversity Training

There are a variety of reasons for organizations to get involved with diversity training (Rossett & Bickham, 1994). Managing diversity is a desirable and profitable goal (Thomas, 1991). Although quite a few anecdotal accounts focus on the potential negatives of diversity training, in the eyes of the human resource professionals who have experienced it, the reactions to diversity training per se are overwhelmingly positive (Rynes & Rosen, 1994).

According to James O. Rodgers, president of J.O. Rodgers and Associates, a Decatur-based management consulting firm, diversity (training) is a strategic advantage that helps companies in the future create additional revenues and boost employee productivity (Wheeler, 1995). Lee Gardenswartz, co-author of the definitive guide on diversity training believes that if companies really can manage diversity, people will be much more adaptive and flexible (Laabs, 1993). Pillsbury's Vice President of Human Resources and Diversity notes as possible consequences of good diversity practices a reduction of litigation, quicker resolution of disputes, and a climate of fairness and equity (Wheeler, 1995). Finally, many organizations currently implementing diversity initiatives have found that failing to respond to diversity can result in negative consequences which include: lower employee satisfaction, commitment, and performance; high turnover and absenteeism; lower quality and productivity; reduced communication efficiency; and lower creativity and innovation (Cox, 1994).

Benefits of Diversity Training

The benefits of effectively managing diversity, which usually includes some form of diversity training, are often quoted in the literature (Cox, 1991; Cox & Blake, 1991; Hall & Parker, 1993). But while the benefits are touted, the concrete evidence is scarce (Kandola and Fullerton, 1996). However, this lack of evidence does not necessarily mean that diversity does not produce the indicated benefits; only that empirical evidence of the benefits is scarce. Kandola and Fullerton (1996) place benefits into three categories: (a) proven benefits, such as making it easier to recruit and reducing turnover and absenteeism, (b) debatable benefits, such as improved creativity and innovation, and (c) indirect benefits, such as improved morale and productivity.

Increased Productivity. The literature clearly indicates that well-managed, diverse teams typically outperform homogeneous teams in terms of both quantity and quality of results (Hayles, 1996). Decades of laboratory and field research show that people who engage in diversity work become more effective inside and outside the workplace (Wheeler, 1996). In her book *The New Leaders: Guidelines on Leadership Diversity in America*, Ann Morrison (1992) concludes from her research studies that: “To the extent that diversity efforts can alleviate the problems and improve the perceptions of employees—both the non-traditional employees who have borne the brunt of discriminatory treatment in many organizations and their White male counterparts who must also be prepared and motivated to perform—productivity will be improved” (p. 25).

Philip Morris formally states that: “In organizations that value diversity, employees are more able to express creativity, contribute ideas--solutions, seek challenges and assume leadership. Productivity increases when employees perceive that

they have full opportunity to achieve” (Wheeler, 1995, p.17). At Harvard Community Health, diversity training is considered critical to business success and productivity in a variety of ways. Their vice-president of diversity explains: “Paying attention to diversity will help us become more productive and better at solving problems. It will help us meet strategic goals and allow us to: recruit competitively for new talent and members; cultivate a high-quality work environment and positive staff morale; serve and satisfy our increasingly multicultural membership; maximize talents in the organization and minimize costs; and generate more perspectives and, therefore better way to solve problems” (Wheeler, 1995, p.17).

Enhanced Recruitment. Within the context of the current workforce demographic trends, a major competitive factor for organizations is attracting and retaining the best available talent (Cox, 1994). Competition for top, qualified talent is increasing. Women and minorities want to know their representation among management ranks and if diversity efforts are being initiated. Companies featured on published lists of “best companies” for women and minorities have begun to use this publicity as a recruitment tool. It should be noted that publications also discuss why certain companies are excluded from the list (Cox, 1994).

Enhanced Retention. Quite a few corporations have had successful recruitment programs for minorities and women. But since the work environment is not welcoming, there is a higher probability that they will leave (Loden, 1996). A primary cause is the “glass ceiling” or the lack of advancement opportunities. A study at one major high-tech firm found that one hundred percent of its Black employees from a representative sample perceived that a glass ceiling existed in the organization (Wheeler, 1995).

Both Jones (1986) and Fernandez (1991) report survey data indicating that many non-whites perceive that their race has hindered their advancement. While diagnosing organizational climate for diverse work-groups, Cox (1994) found that White women were nearly three times as likely as White men to say that being a man was an important factor in being promoted to senior positions, and non-whites (both men and women) were three times as likely to say that race was an important factor. Another study conducted by the Families and Work Institute found that women managers were more than twice as likely as men to rate their career advancement opportunities as poor or fair. The Institute also found that women who saw little opportunity for career advancement also tended to be less loyal, less committed, and less satisfied on the job (Galinsky, 1993). Two surveys of female managers of large American companies found that women expressed a much higher probability of leaving their current employer than men and women had higher actual turnover rates than men. Their major reason for quitting was lack of career growth opportunity or dissatisfaction with rates of progress (Trost, 1990).

A director of diversity at a worldwide high-tech company estimates that it costs about 12 to 14 thousand dollars to recruit a new employee and 100 thousand dollars to train him or her. So the cost of the loss of that employee is at least 112 thousand dollars. Clearly, the glass ceiling and biased systems prevent upward mobility, but they also prevent employers from fully tapping into the potential of valuable employees from historically underrepresented groups (Wheeler, 1995). Although actual dollar cost saving figures from managing diversity are rarely published, Ortho Pharmaceuticals stated a savings of one-half million dollars, primarily from lower attrition rates among members of minority groups (Bailey, 1989).

Decreased Absenteeism. A study of absence rates in the United States workforce shows that rates for women are 58% higher than men (Meisenhimer, 1990). Suppose a hypothetical organization has 40 thousand dollars invested annually in salary and benefits per employee. The absence rates for men were 3% of scheduled hours. The absence rate is 4.74% or 58% higher for women. Let's assume further that the firm's workforce is composed of 35% women. The additional 1.74 in lost paid time represents a productivity loss of \$2.4 million annually (Cox, 1994).

In another study, companies received an "accommodation score" based on the adoption of four benefit liberalization changes associated with pregnant workers. The researchers found that the higher a company's accommodation score, the lower the number of sick days taken by pregnant workers and their willingness to work overtime during pregnancy ("Helping Pregnant Workers," 1987). Clearly, responding to diversity can have time-related cost savings.

Enhanced Creativity. Various research studies on small group interaction have found that diverse groups can be more creative and in some cases better problem solvers. This alone can boost productivity (Wheeler, 1996).

One study by Watson, Kumar, and Michaelson (1993) in the *Academy of Management Journal* found that in the long term, diverse groups "scored significantly higher on range of perspectives and alternatives generated" (p. 590-602). In a study illustrating the relevance of individuals' perceptions to work outcomes, Eisenberger, Fasolo, and Davis-LaMastro (1990) examined the impact of various attitudes of various individual work outcomes. The researchers found the employees' perceptions of being valued by an organization had a significant effect on their conscientiousness, job

involvement, and innovativeness. A study of innovation in organizations revealed that most innovative companies deliberately establish heterogeneous teams in order to create a variety of ideas, recognizing that a multiplicity of points of view need to be brought forth to solve a problem. The researcher noted that highly innovative companies did a better job than most in eradicating racism, sexism, and classism in the work environment than less innovative companies (Kanter, 1983).

Research reviews indicate that attitudes, cognitive functioning, and beliefs are not randomly distributed in the population, but rather tend to vary systematically with demographic variables such as age, race, and gender (Jackson, 1991). In connection with this, a study of ethnic diversity and creativity was performed comparing the quality of ideas generated during a brainstorming task by diverse groups of Asian Americans, Blacks, Whites, and Hispanics to the ideas generated by homogeneous groups of Whites. The ideas produced by the ethnically diverse groups were rated an average of 11% higher than those of the homogeneous groups on both feasibility and overall effectiveness (McLeod, Lobel, & Cox, 1993). Thus, increased levels of diversity in organizations will often lead to higher levels of creativity and innovation.

One purpose of diversity training is to eliminate the roadblocks to participation and creativity that can exist if a diverse workforce is hampered by a culture bound to the ethics, practices, and customs of the monocultural hierarchy (Wheeler, 1995). One of the best outcomes of diversity training is that people often acquire a variety of approaches to thinking and problem solving (Laabs, 1993). Different perspectives contribute to creative problem solving (Wheeler, 1995). The leadership of Proctor and Gamble see diversity as

a business imperative. They believe diversity provides a broader, richer, more fertile environment for creative thinking and innovation (Wheeler, 1995).

Increased Profitability. Corporate leadership's concern regarding diversity has its roots in good business and profits (Thomas, 1991). In one study, the researchers found that companies with progressive affirmative action and equal opportunity programs had unusually high profitability and financial growth over a twenty-five year period (Kanter, 1983). When the 5-year, 11-year, and 20-year financial performance of companies engaged in diversity and related progressive HR work is compared to the performance of those that are not doing such work or doing it poorly, the former companies significantly outperform the latter in terms of sales growth, profit growth and performance in a down turning economy (Hayles, 1996). One large health-care chain conducted a sexual harassment prevention workshop where the return-on-investment was found to be 1,052 percent. In other words for every dollar spent eleven dollars and fifty cents was returned (Hill & Phillips, 1997). The total monetary benefits for a one-year time frame were over three million dollars (Phillips, 2000).

Prevention of Legal Problems. History has shown that the failure of organizations to manage diversity can lead to costly lawsuits (Cox, 1994). The vice-president of diversity and human resources at Pillsbury believes, as do I, that the fear of litigation is a powerful but unhealthy motivation for promoting workforce diversity (Wheeler, 1995). However, several large discrimination litigation awards would have been avoided if organizational leaders had valued and sensitively managed their diverse employees.

The list of lawsuits continues to grow and so far includes some very large companies and awards: State Farm Insurance, 300 million dollars; General Motors, 40

million dollars; K-Mart, 3 million dollars; Pillsbury, 108 million dollars (Henderson, 1994). Other examples include a jury award of 20.3 million dollars to a single person in a sex discrimination suit involving denial of promotion; Honda Motor Company made a 6 million-dollar settlement of a suit involving charges of discrimination by Blacks and women in its United States operations; and Shoney's agreed to set aside 105 million dollars to compensate victims of racial discrimination after a lawsuit was filed against the company (Cox, 1994).

Clearly, when individuals perceive they have been treated unfairly or inequitably, they seek justice (Hayles, 1996) within the courts. It is also important to remember that the costly award is in addition to wasted management time, decreased morale, and lost productivity. The negative publicity alone could cost the organization millions since image costs millions in advertising to build and maintain (Wheeler, 1995).

The Texaco incident provides an excellent example of costly litigation. In addition to the 140 million-dollar settlement, the company made additional concessions valued at 35 million dollars. A noticeable by-product of the Texaco case and large discrimination damage awards is an increased willingness to pursue legal action. Moreover, winning plaintiffs are more than willing to provide help. A former employee of Hughes Aircraft Systems, who claims to have won a jury award worth nearly 87 million dollars in a racial discrimination suit, has placed a report on the World Wide Web called "How to Sue Your Corporate Employer for Unlawful Discrimination and Win" (Caudron, 1997).

Decreased Likelihood of Boycotts. Another reason to guard against discrimination is the potential for boycotts. Boycotts or the threat thereof provide a lot of

leverage for historically disadvantaged groups seeking redress for past discrimination. Such large corporations as R. R. Donnelly, Avis, Mitsubishi, and the United Dairy Farmers were all targets of boycotts in 1996 (Caudron, 1997). In fact, it was the threat of a boycott, which led Texaco to settle the suit that was originally brought for 520 million dollars (O'Shea, 1997).

Decreased Likelihood of Sexual Harassment Complaints. In 1992, the American Humagement Association (aha!), a consulting and training firm, announced the results of the first audit to determine the costs to an organization of systemic gender bias. The study was conducted at a Fortune 500 utility company with 27 thousand employees, called Utilico for confidentiality purposes. The study, which did not include sexual harassment, found that gender bias cost the organization approximately 15 million dollars. Amazingly, Utilico did not think they had a gender bias problem until they saw the results of the study. They have since taken steps to address the problem (Stuart, 1992). Steps that probably included instituting diversity training.

Another study, the 1988 Working Women Sexual Harassment Survey, did attempt to determine the cost of sexual harassment. The study found that in another company about the size of Utilico, the costs were over 6 million dollars. Thus, gender bias and sexual harassment combined would most likely result in losses of approximately 22 million dollars for a company this size. This amount represents about 1% of the total operating expenses (Stuart, 1992).

Increased Ability to Tap into Diverse and Global Markets. The primary justifications for initiating diversity programs are increasingly diverse markets and a global economy (Cox, 1994; Wheeler, 1995). As the diversity manager at Silicon

Graphics states: “An increasingly diverse customer base is looking for marketing, service, and sales of products that suits their individual taste, needs, and style. If these customers don’t feel respected and listened to they will take their business elsewhere,” (Wheeler, 1995, p. 12). Moreover, research indicates that sociocultural identities do affect buying behavior (Cox, 1994).

Just as historically disadvantaged groups prefer to work for an employer who values diversity, they also prefer to buy from such organizations (Cox & Blake, 1991). Bob Lattimer of Towers Perrin notes: “Today women spend 85% of the consumer dollar. Older Americans now control more than 50% of all discretionary income and spend more than 8 hundred million dollars annually. By the year 2000, Blacks, Hispanic-Americans, and Asian Americans will have an annual spending power of over 6 hundred million dollars. These are dramatic numbers” (Wheeler, 1995, p. 12). Organizations may gain a competitive advantage by using employee insight to understand cultural affects on buying decisions and map strategies to respond to them. For example, Avon was able to turn around previously unprofitable inner-city markets after personnel changes to give Black and Hispanic managers substantial authority over these markets (Cox & Blake, 1991).

Many business leaders are looking at their diversity initiatives within the context of a world economy. Many corporations have learned the importance of understanding foreign markets and the cultural implications of conducting business abroad through failed marketing attempts. The senior vice-president of Procter and Gamble, in a statement before the Glass Ceiling Commission, identified one of the top business imperatives as the global impact of diversity on their company: “Our business opportunities are increasingly related to the entire world. And it is a diverse world. We

must have the ability to deal with diverse consumers in order to develop products and services of superior quality and value,” (Wheeler, 1995, p. 15). Proctor and Gamble is not alone, organizations such as IBM, Exxon, and Coca-Cola now derive more than half of their revenues from overseas markets (Cox, 1994).

Controversies and Solutions

One important reason to evaluate diversity programs and the factors that cause them to succeed is the possibility of negative outcomes. Such outcomes include post-training discomfort, reinforcement of group stereotypes, backlash by White males, and even lawsuits (Rynes & Rosen, 1994) among others. Fortunately there are means to address and remedy all of the possible adverse consequences.

Cultural diversity training has been blamed for exacerbating tensions in the workplace and blaming certain groups (Lindsay, 1994). We were raised in a society that frowns upon prejudice. Admitting our own biases and stereotypic assumptions is often difficult and produces tension. Anger, confusion, frustration and dismay are also common (Gardenswartz & Rowe, 1994). The heightened tension diversity training produces requires an accepting, safe training environment. People must feel comfortable voicing their feelings (Gardenswartz & Rowe, 1994). Otherwise, they may avoid participating in training discussions and thus avoid strong emotional reactions. The easiest way to deal with potential backlash is to set clear ground rules before the training. Other methods include clearing training curricula with the legal department and dealing with concerns before training.

Diversity training is quite different from other forms of training. As noted, it may be the first time in which individuals articulate their beliefs and feelings outside the

confines of their families (Lindsay, 1994) and home. Secondly, the trainer and trainees are the topic of discussion. This combined with a discussion of previously unexamined beliefs and the likelihood for miscommunication becomes high. Incidents of poorly facilitated programs have caused a kind of backlash against diversity training. Many White males, in particular, feel over-exposed, targeted, and maligned. However, although the popular press would like to remove experiential components, Lindsay (1994) believes they should remain. Without the discourse the organizations remain mired in unexplained assumptions and act in ways that exacerbate the hidden tensions of race, gender, and other differences (Lindsay, 1994).

Some organizations attempt to handle the problem of backlash by allowing the trainees the opportunity to voice their concerns and address their objections to diversity. Still other organizations provide employee support networks. These networks provide an arena to talk about issues and concerns (Wheeler, 1994). Most experts and consultants believe the best way to deal with backlash is to have an inclusive definition of diversity (Cox 1994; Thomas, 1991; Wheeler, 1994).

It is tempting to make White males a target of blame, since they have been the dominant group in American society and business. The trainer must guard against this. He or she should help all the trainees see that all of us are products of social and cultural programming (Gardenswartz & Rowe, 1994). Beyond that, properly done, diversity training helps White males (and all other participants) gain a better understanding of their negative stereotypes and prejudicial attitudes. In the best-case scenario, they will learn to accept women and people of other cultures as co-workers of equal value (Lindsay, 1994).

Evaluation of Diversity Training

Evaluating diversity training workshops is a challenging proposition at best. However, there are a number of arguments for their evaluation. One reason for evaluation is to juxtapose costs to benefits (Casse, 1981; Rynes & Rosen, 1995). A second reason is to ascertain if the expressed objectives were accomplished (Casse, 1981). Thirdly, evaluation provides the occasion for participants to afford feedback on their accomplishments (Pedersen, 1994). Fourthly, evaluation can indicate the strengths and weaknesses of the program's design so enhancements can be made (Pedersen, 1994; Rynes & Rosen, 1995). Finally, outcomes of diversity training should be underscored because if they are not assessed, it is feasible for even a well-intentioned diversity training program to produce neutral or negative outcomes (Rynes & Rosen, 1995).

It is often demanding to determine the precise impact and effectiveness of diversity training (Cox, 1994; Tomervik, 1995; Wheeler, 1994). The Society for Human Resource Management and Commerce Clearing House (SHRM/CCH) found that only thirty percent of those who conducted diversity training go on to assess the outcomes in terms of work behavior and productivity (SHRM/CCH, 1993). Some organizations avoid measurement because it is too difficult. Still others avoid measurement because there are no established metrics in place. Those organizations that have sought to evaluate their diversity training have used a variety of techniques. Those methods include written course evaluations, focus groups, vendor questionnaires (Wheeler, 1994), employee surveys and traditional affirmative action metrics (Johnson, 1995; Tomervik, 1995).

A scattering of investigators has sought to determine the effects of diversity training. Dunnette and Motowido (1982) examined the impact of training programs

designed to reduce sexist attitudes and obviously sexist behavior. They found that some of the female participants were more asseverative, more frank, and more reassuring when they returned to work. However, the training program had little effect on the blanket behaviors or attitudes of both the male and female participants. SHRM/CCH (1993) found that thirty-three percent of study participants felt that the program had been extremely or quite successful. Exactly half indicated that their program effect had been neither advantageous nor detrimental. Thirteen percent indicated that their programs were largely unsuccessful, while five percent indicated the programs were extremely unsuccessful. Wheeler (1994) feels that, “ the large fifty percent neutral response may indicate that it is too early to measure the success of the training for those companies which have implemented diversity training. The number may also reflect companies not having assessed their programs or not putting specific measures in place” (p. 37).

Adler (1991) found that individuals who received a fundamental familiarity of cultural diversity through diversity training were more disposed to recognize its impact on work behavior and to identify potential advantages of diversity. Cox (1991) reported that the programs developed by Alderfer and Tucker have resulted in increased positive attitudes toward Blacks and inter-race relations among participants. However, not withstanding the importance of evaluation, research in this area has been minimal (Hanover, 1993; Johnson, 1995; Rynes & Rosen, 1995; Tomervik, 1994; Triandis & Bhawuk, 1994).

Traditional Means of Evaluating Training

There are numerous means of evaluating training. Three of the more familiar methods are the CIRO (Warr, Bird, & Rackham, 1970), the CIPP (Galvin, 1983) and

Kirkpatrick's four-level approach (Kirkpatrick, 1996). The CIRO approach is based on four general categories of evaluation: (a) context, (b) input, (c) reaction, and (d) outcome. The context evaluation determines what training is needed. The input evaluation entails analyzing the available resources and determining the most appropriate resources and determining the most appropriate HRD methods. The reaction evaluation involves gathering data on how the participants felt about the training. The outcome evaluation involves gathering information about the organizational impact of the program (Warr, Bird, & Rackham, 1970).

The CIPP approach is similar to the CIRO approach (Galvin, 1983). The categories comprising this approach are: (a) context, (b) input, (c) process, and (d) product. A common example of a context evaluation is a needs analysis, (b) and input evaluation involves determining what resources are available and can they be used to meet program goals, (c) the process evaluation involves gathering feedback from reaction sheets, rating scales and/or existing records, and (d) the product evaluation determines and interprets the outcomes of the program.

Level one of Kirkpatrick's evaluation scheme involves measuring action and planned action. This level of training evaluation is essential. It involves gaining direct feedback. This feedback provides data on the strengths and weaknesses of the training program. It also addresses such issues as program content, duration, exercises, and the learning environment. This level of evaluation enables the program sponsors to make adjustments (Brinkerhoff, 1989; Phillips, 1997). This is very important in the case of diversity training since there is a possibility of not just neutral, but negative outcomes (Rynes & Rosen, 1994).

An important addition to this level of evaluation is the action plan. An action plan may involve a series of questions which attempt to determine precisely how participants plan to implement what they learned, step-by-step (Phillips, 1997). Action plans have become important tools for creating clear diversity objectives. Each action plan helps to clarify goals, make a commitment, and establish measures as well as ways to achieve specific goals. They also make it easier to create accountability and metrics for success (Wheeler, 1995).

Most organizations carry out at least a level one evaluation of all training programs (Brinkerhoff, 1989; Morgan & Casper, 2000). Geber (1995) found that approximately 86 percent of organizations attempt to determine their participants' level of satisfaction with the training they have received. Most of those organizations use them as their sole means of evaluation (Morgan & Casper, 2000). The strength of this level of evaluation is the ease in obtaining the information. However, positive satisfaction numbers do not ensure learning and subsequent application of program content (Baldwin & Ford, 1988; Phillips, 1997).

Although participant satisfaction ratings in general show little systematic relationship to subsequent levels of Kirkpatrick's scheme, specific aspects of participant satisfaction hold more promise (Morgan & Casper, 2000). Alliger, Tannenbaum, Bennett, Winston, and Shotland (1997) found when they divided the satisfaction rating into affective and utility judgments; utility judgments have a modest but significant relationship to immediate learning and transfer. The research of Morgan and Casper (2000) strongly support use of a multidimensional approach to evaluating participant satisfaction. They found that even a two-dimensional characterization fails to capture the

information available in a well-developed multidimensional satisfaction measure (Morgan & Casper, 2000).

From a consultant/trainer point of view, it is important to get good satisfaction ratings. A consultant/trainer must get favorable ratings in order to attract new participants and get current participants to return for future workshops. Also, if participants are not satisfied, they probably will not be motivated to learn. So while good satisfaction ratings do not guarantee learning, bad ratings most likely decrease the probability of it occurring (Kirkpatrick, 1998; Kirkpatrick, 1998a).

The second level of evaluation involves determining the extent to which learning has occurred. Learning objectives are usually determined before a training program is started. The objectives may focus on knowledge gained, skills developed, and occasionally attitude changes (Phillips, 1997). Training objectives provide insight into how training can help meet the greater goal of competitiveness. For diversity training specifying the objectives is critical. Many diversity training efforts fail because there is never an agreement on program objectives between leaders and trainers. Common objectives include developing specific skills in dealing with diverse individuals, increasing awareness of individual biases, and teaching employees to value differences.

There are a variety of methods for determining if the learning objectives have been met. Types of level two assessments include performance testing (Schrive, 1998), simulations, case studies, plays, and exercises (Phillips, 1997).

It should be noted that although a participant may possess the knowledge, skills, and attitudes, there is still no guarantee of application on the job (Baldwin & Ford, 1988;

Bates, Holton, Seyler, 1996; Phillips, 1997). Of critical concern to any HR department is the actual on-the-job application of acquired knowledge and skills.

The level three evaluation attempts to determine the extent to which new skills and knowledge have been applied on the job (Baldwin & Ford, 1988; Bates, Holton, Seyler, 1996; Phillips, 1997). It (level three evaluation) should not be conducted before completing level one and two evaluations (Kirkpatrick, 1998; Kirkpatrick, 1998a). Even when satisfaction ratings are good and the learning objectives are met; transfer may not occur (Baldwin & Ford, 1988; Broad & Newstrom, 1992). As little as 10 percent of training is expected to pay off in performance improvements resulting from the transfer of acquired knowledge, skills, and abilities to the job (Baldwin & Ford, 1988; Bates, Holton, Seyler, 1996).

Kirkpatrick (1998) lists four conditions that must be met for change to occur: (a) the person must have a desire to change, (b) the person must know what to do and how to do it (Gielen, 1996), (c) the person must work in the right climate, and (d) the person must be rewarded for changing (Kirkpatrick, 1998 p. 21). The first two conditions can be met by fathering a positive disposition toward the sought-after change and by instilling the requisite knowledge and skills to be successful (Kirkpatrick, 1998).

The third condition, the right climate refers to the participant's work environment. For knowledge and skills to be transferred the environment must be receptive to it (Bates, Holton, & Seyler, 1997; Gielen, 1996). Swanson and Holton (1999) maintain that the environment in which a trainee returns is more influential than the learning itself when it comes to execution. Barriers to using knowledge and skills include: (a) the lack of the opportunity to use one's learning (Gielen, 1996; Swanson and Holton, 1999), (b) the lack

of the personal capacity to try out the learning, (c) a belief that the effort exerted will not change performance (Swanson and Holton, 1999), (d) a belief that the desirable performance will lead to outcomes they value (Swanson and Holton, 1999; Vroom, 1964), (e) the extent to which the supervisor or manager actively inhibits the use of the new knowledge and skills (Kirkpatrick, 1998; Rouiller & Goldstein, 1993; Swanson and Holton, 1999), (f) the support or resistance that peers provide when using new approaches (Rouiller & Goldstein, 1993; Swanson and Holton, 1999).

The fourth requirement, rewards, can be either intrinsic or extrinsic (Kirkpatrick, 1998). Intrinsic rewards have to do with the psychological compensation an individual gets from work. When an individual is intrinsically rewarded she or he is energized and fulfilled by doing her or his job well. Extrinsic rewards are the economic rewards she or he gets from others; they include pay increases, bonuses, and benefits (Thomas, 2000). Appropriate means of determining actual changes in behavior include manager's observations and follow-ups to employee's action plans (Chase, 1997). Observations and follow-ups should indicate a clearly visible change (Wheeler, 1996).

Many organizations avoid a level three evaluation because it takes time, adds cost to the training and development process, and is often disruptive. For these reasons only training programs that are critical to organizational success, that represent significant investments or for which skill application is critical to the goals of the organization should be evaluated at this level (Phillips, 1997). Diversity training meets all three criteria. The primary reason for implementing diversity training is the desire to be competitive. The investment in time and money can be significant. Finally, in order to effectively implement a diversity training program, it needs to be established within the

overall business strategy (Wheeler, 1994). However, it is possible to have a positive application of skills and knowledge yet have no impact on a business performance measure. To determine improvement due to training the next level of training evaluation is necessary (Phillips, 1997).

The next level of evaluation involves measuring impact. Most organizational leaders are interested in knowing how training actually improved the business in terms they understand. This is often quite difficult because some needs assessment processes do not link skills and knowledge deficiencies to business performance problems or opportunities (Phillips, 1997). There are a variety of methods that seem to measure the business impact of training. Monitoring business performance is the most common approach. Specific performance measures could also be monitored for improvement. In recent years the following techniques have proven useful: action planning, performance contracts, and the use of follow-up questionnaires (Phillips, 1997).

Only a small percentage of training programs should be evaluated at level four because of the increased time requirements, additional cost, and the complexity of measuring business impact (Phillips, 1997). To ensure the success of diversity initiatives and contribute to organizational effectiveness, diversity measurement must be aligned with business objectives. Furthermore, in environments where there is constant competition for resources, measures are necessary (Wheeler, 1996).

Some investigators have detected other weaknesses in Kirkpatrick's four level approach (Phillips, 1997). To address the weaknesses they have refashioned his basic framework. Kaufman and Keller (1994) expand level one and add an additional level. Level one would expand to include the factors of resource availability and quality and

efficiency of use. Level five is concerned with the societal consequences and payoffs of their actions (Kaufman & Keller, 1994).

Phillip's fifth level compares the training's monetary benefits with the costs (Chase, 1997). Level five, the process of determining the return on investment (ROI), involves several steps: (a) isolate the effects of training from factors that may have contributed to the results, (b) convert level four business impact measures to monetary benefits, (c) compare the actual cost of the program to the benefits (Phillips, 1996).

The Kirkpatrick scheme was chosen for this study because of the aforementioned characteristics. This model offers a flexible method of program evaluation that may be employed across a wide range of disciplines. Also, the evaluation outcomes can be compared and analyzed easily (Phillips, 1997). Finally, adult education practitioners (Alliger & Janak, 1989; Broad, 1997; Casico, 1987; Hanson, 1997; Pine & Tingley, 1993) generally hold this approach as efficacious.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this chapter is to describe the methodology used to answer the research questions. The interdependence among the research questions, instruments, and evaluation scheme will be further explained. The chapter will close with a depiction of the data collection procedure and analysis process.

Research Questions

The following study was conducted to obtain definitive information about how a diversity training workshop affects the participant. The study focused on five primary research questions. Those research questions are:

1. To what extent do the participants express satisfaction with the short-term diversity training they received?
2. To what extent do participants report learning gains after participating in short-term diversity training?
3. To what extent do participants report changes in behavior in the workplace following short-term diversity training?
4. To what extent are these three measures of short-term diversity training success (satisfaction, self-assessed learning, and behavior change) correlated?
5. To what extent are these three measures of short-term diversity training success explained by personal and organizational factors?

Conceptual Framework

To address the changing demographics indicated by *Workforce 2000* (Johnson and Packer, 1987), some organizations have turned to OD initiatives variously entitled managing diversity (Cox, 1994; Thomas, 1991), diversity management (Gilbert, Stead, & Ivancevich, 1999), or diversity directives (Hayles & Russell, 1997), etc. Many others have decided to provide short-term diversity training (Ricucci, 1997). Short-term diversity training is less than two days in length and not necessarily reinforced by follow-up activities. There is minimal research on the effectiveness of the training (DeMeuse & Hostager, 2001; Ferdman, 1994).

Since training is an adult education function, it is important for all adult educators, especially those specializing in diversity, that diversity training is evaluated. Such studies should lead to better quality and more effective training. An appropriate means to conceptualize the evaluation of diversity training already exists (Kirkpatrick, 1967). Kirkpatrick (1996) breaks the evaluation process down into four levels. Three of those levels were employed as a framework for this study. They are summarized in Table 2.

Table 2

Three Levels of Outcomes Relevant to this Study

Criteria	Indication
1) Satisfaction	Participant Gratification
2) Self-assessed Learning	Cognitive Reaction
3) Behavior	Actual changes in individual's behavior on the job

However, while instruments have been developed around Kirkpatrick's (1967) evaluation scheme (Hubbard, 1997; Keller, Young, & Riley, 1996), they have not been validated or are not particularly related to type of training involved in this study. The following study involved evaluating diversity training using validated instruments designed around Kirkpatrick's first three stages of evaluation. The fourth stage was not included because it requires a depth of data and a length of time not possible in this current work or measurements in environments so complex that the resources were unavailable for the present study. The final model that evolved during the conceptualization of the study included Kirkpatrick's three outcomes, but I also decided to see how they relate to each other and to what extent these outcomes were explainable by (a) individual characteristics, (b) individual attitudes, and (c) perceived organizational support.

Instrumentation

The instruments used in this study were designed to ascertain information about short-term diversity training in terms of (a) participant satisfaction, (b) gains in self-assessed learning, and (c) transfer of knowledge as indicated by behavioral change on the job. The instruments went through a rigorous development and validation process, which spanned six months. The steps in the process are detailed in the following section.

Concept Clarification

One of the first things a researcher wishing to conduct a study related to diversity or a company wishing to start a diversity initiative must do is define the term 'diversity'. Optimally, diversity should be defined as all the ways we are different (DTG, 1997). Although the researcher understands the importance of combating all of the different

forms of discrimination, of particular interest to this study is discrimination based on differences in race, gender, and ethnicity.

Conversion of Consent Form to Information Sheet

Originally, I planned on obtaining consent forms. However, with survey research they are not required. Instead of obtaining consent forms, I converted the consent form (See Appendix A) into an information sheet (See Appendix B). Each participant received an information sheet, which I reviewed orally, before administering any instruments.

Overview of the Instrumentation

This was a multi-faceted study that involved five measures plus background variables. These measures and background variables were given to the participants at three different points in time. The measures are (1) Organizational Support for Diversity, (2) Personal Attitude Toward Diversity, (3) Course Satisfaction, (4) Retrospective Learning Self-Assessment (before and after), and (5) Transfer of Learning to the Workplace. Table 3 gives an overview of the instrumentation and when they were collected. Each of the measures is discussed in turn below.

Committees Employed for Instrument Development and Validation

Numerous panels and committees were convened to develop and validate the instruments involved in this study. These panels and committees were composed of educational professionals engaged at various levels of the educational process. A summary of the committees and their activities can be found in Table 4.

Pre-pilot review. A pre-pilot review of the satisfaction, learning, and transfer measures was held to establish validity of the multifaceted instruments. The pre-pilot

review consisted of critiques by three separate groups, each with its own perspective and expertise:

- (a) four diversity professionals (diversity panel),
- (b) the researcher and methodologist, and
- (c) four adult educators with survey development experience (technical panel).

These individuals were selected to participate in the pre-study review based on their knowledge of diversity issues or their experience teaching and testing a diverse population of adults.

The Diversity Panel conducted the first pre-pilot review. The individuals chosen for this review were selected because of their knowledge of diversity issues. The Diversity Panel consisted of:

- (a) A professor who teaches a course on diversity in the workplace and is a former field investigator for the EEOC,
- (b) a professor who has directed several dissertations related to diversity, teaches both master's and doctoral-level diversity courses, and developed a large university's housing study and resulting plan,
- (c) the associate director of the equal opportunity office at a large university, and
- (d) the associate director of legal affairs at a large university.
- (e) The methodologist, an expert on instrument development, guided the meeting.

Table 3

Summary of the Instrumentation

Instrument	Time of Administration	Means of Data Collection	Measures	Location
I	<ul style="list-style-type: none"> Immediately Before the Course 	<ul style="list-style-type: none"> Self-Completion Questionnaire, Administered in the Classroom 	<ul style="list-style-type: none"> Background Variables (7 items) #1 Organizational Support for Diversity (8 items) #2 Personal Attitude Toward Diversity (7 items) 	<ul style="list-style-type: none"> Appendix C
II	<ul style="list-style-type: none"> Immediately After the Course 	<ul style="list-style-type: none"> Self-Completion Questionnaire, Administered in the Classroom 	<ul style="list-style-type: none"> #3 Course Reaction (7 items) #4 Retrospective Learning Self-assessment (22 items) 	<ul style="list-style-type: none"> Appendix D
III	<ul style="list-style-type: none"> Two to Four Weeks after Course 	<ul style="list-style-type: none"> Telephone Survey 	<ul style="list-style-type: none"> #5 Transfer of Learning to the Workplace (10 items) 	<ul style="list-style-type: none"> Appendix E

Table 4

Committees Employed for Instrument Development and Validation

Pre-pilot Review			
Measure	Committees	Composition	Results
Satisfaction	<ul style="list-style-type: none"> Diversity Panel 	<ul style="list-style-type: none"> Two professors and two associate-directors in diversity-related fields 	<ul style="list-style-type: none"> No changes
	<ul style="list-style-type: none"> Technical Panel 	<ul style="list-style-type: none"> Two stat professors, a business professor, and a dean. 	<ul style="list-style-type: none"> Rewrote the instructions Rewrote the comments statement
Learning	<ul style="list-style-type: none"> Diversity Panel 	<ul style="list-style-type: none"> Two professors and two associate-directors in diversity-related fields 	<ul style="list-style-type: none"> Added a definition of 'minority' Standardized the response choices
	<ul style="list-style-type: none"> Technical Panel 	<ul style="list-style-type: none"> Two stat professors, a business professor, and a dean. 	<ul style="list-style-type: none"> Altered the definition of minority Added a definition of 'managing diversity'
Transfer	<ul style="list-style-type: none"> Diversity Panel 	<ul style="list-style-type: none"> Two professors and two associate-directors in diversity-related fields 	<ul style="list-style-type: none"> Minor Changes
	<ul style="list-style-type: none"> Technical Panel 	<ul style="list-style-type: none"> Two stat professors, a business professor, and a dean. 	<ul style="list-style-type: none"> No changes
Post-pilot Review			
Measure	Committees	Composition	Results
Organization Support for Diversity (1)	<ul style="list-style-type: none"> Educational Review committee 	<ul style="list-style-type: none"> Graduate students in Adult Education 	<ul style="list-style-type: none"> Grammatical changes Addition of another item
	<ul style="list-style-type: none"> Panel of Adult Educators 	<ul style="list-style-type: none"> Graduate students in Adult Education 	<ul style="list-style-type: none"> Grammatical changes

Personal Attitude Toward Diversity (2)	• Educational Review committee	• Graduate students in Adult Education	• Grammatical changes • Deletion of two items
	• Panel of Adult Educators	• Graduate students in Adult Education	• Grammatical changes • Deletion of one item
Satisfaction (3)	• Educational Review committee	• Graduate students in Adult Education	• Minor changes
	• Panel of Adult Educators	• Graduate students in Adult Education	• Minor changes
Self –assessed Learning (4)	• Researcher and Methodologist	• Researcher and Methodologist	• Discarded pre- and post-learning measure • Developed a retrospective self-assessed learning measure
	• Educational Review committee	• Graduate students in Adult Education	• No changes
	• Panel of Adult Educators	• Graduate students in Adult Education	• Retrospective self-assessed learning measure with two scales • Scales placed on separate pages
Transfer (5)	• Educational Review committee	• Graduate students in Adult Education	• Minor changes
	• Panel of Adult Educators	• Graduate students in Adult Education	• Deletion of several items to eliminate redundancies and minimize the time of the phone.

The purpose of this review was to eliminate redundancies, grammatical errors, and potentially unsettling terminology. The session was taped for later review by the investigator. The tape was destroyed after the review.

I began the session with a discussion of the focus on diversity brought on by *Workforce 2000* (Johnson & Packer, 1987). I continued with a summary of my study and what I hoped to accomplish. After I was satisfied that this panel understood the

importance and intent of my study, I presented each panelist with color-coded copies of each instrument (see Appendices F-G) and the background items (see Appendix H). I then turned the session over to the methodologist so I could participate in the item-by-item critique. The panel was asked to evaluate the forms for any potential problems. The item-by-item review lasted approximately two hours, during which time we critiqued both versions of the learning instrument and the transfer instrument. The panel's recommendations were considered and adopted.

After the Diversity Panels' review, the methodologist and I met to discuss their recommendations. After reviewing the other documents, I provided copies of all the instruments for critique by the third review panel.

The members of the final pre-pilot review panel were selected based on their experience teaching and testing a diverse population of adults. The Technical Panel consisted of two statistics professors, a business professor, and an assistant dean. Each member was given a packet, complete with a cover letter and copies of the revised instruments (see Appendix I). The primary focus of this panel was to determine whether the items would work psychometrically.

Post-pilot review. After the pilot, two additional panels were convened. They were composed of graduate students in adult education program. Many of which are currently educators and administrators in addition to being graduate students.

Measure One: Organizational Support for Diversity

Normally, a researcher using the first three levels of Kirkpatrick's evaluation scheme would measure satisfaction, learning, and transfer. At the dissertation committee's recommendation I developed two additional measures. The first measure is

designed to examine the organization's position regarding diversity. The measure is composed of eight items (See Table 5). A six-point Likert scale bound by "strongly disagree (1)" to "strongly agree (6)" binds the items. To develop this measure, the literature on organizational climate regarding diversity was reviewed (Baytos, 1995; Cox, 1994; Morrison, 1996; Thomas, 1991).

Table 5

Organizational Measure Items

<ol style="list-style-type: none"> 1. Diversity is a top priority in my organization... 2. There may be barriers within my organization that keep me from applying the things I learn during diversity training... 3. I believe my co-workers will support the use of the skills I learn during diversity ... 4. I believe my supervisor will support the use of the skills I learn during diversity training... 5. I believe upper management will support my use of the skills I learn during diversity training... 6. Physical characteristics, such as gender and race, harm one's chance of being hired within my organization... 7. Physical characteristics, such as gender and race, harm one's chance of promotion within my organization... 8. Physical characteristics, such as gender and race, harm one's chance of receiving a raise within my organization...
--

To begin the process of establishing validity the measure was given to an educational review committee. The educational review committee indicated grammatical changes and the addition of another item. Additionally, a panel of adult educators was convened to critique the measure as a part of Instrument I. After thorough review, the panel indicated several minor changes, which were implemented.

Measure Two: Personal Attitude Toward Diversity

The second measure developed at the committee's recommendation was designed to access the participant's attitude toward diversity. It is composed of seven items (See Table 6). A six-point Likert scale bound by "strongly disagree (1)" to "strongly agree (6)" binds the items. The items for the personal attitude toward diversity measure were developed from investigator's extensive knowledge of diversity and a review of the literature (Baytos, 1995; Cox, 1994; Morrison, 1996).

Table 6

Attitudinal Measure Items

1. I believe diversity is very important to any organization...
2. I believe accommodating the needs of diverse people is a waste of organizational resources...
3. I believe providing diversity training is a waste of organizational resources...
4. I believe my organization has done enough regarding diversity...
5. I believe that dealing well with diversity has the potential to increase organizational effectiveness
6. I believe that personal characteristics, such as race and gender, have nothing to do with the quality of a person's work...
7. I believe diversity training should be mandatory for all employees...

To establish the validity the attitude measure was given to the aforementioned educational review committee and survey critique panel. Changes indicated by the education review committee included several grammatical changes and the deletion of the two of the original ten items. The critique panel also indicated several grammatical changes and the deletion of an additional item.

Measure Three: Course Satisfaction

I reviewed several instruments designed to evaluate participant satisfaction with diversity training (Hubbard, 1997; Keller, Young, & Riley, 1996), all of which seemed adequate for the task at hand, but none of which were validated. I decided on Keller, Young, and Riley's (1996) instrument because it is designed around level one of Kirkpatrick's evaluation scheme (see Appendix J). Their (Keller, Young, & Riley, 1996) instrument also allows adaptations to meet individual needs. Only minor alterations were necessary. Permission to use Keller, Young, and Riley's (1996) instrument (hereafter referred to as the Satisfaction Measure) was obtained and can be found in Appendix K.

Before the pilot the diversity panel reviewed the measure, but only indicated minor revisions. The technical panel also reviewed the measure. I reviewed their individual critiques (for example see Appendix L) and implemented any pertinent suggestions. In response to their critiques, I rewrote the instructions on the satisfaction instrument. I also changed 'Comments: Likes, dislikes, and potential changes' to 'Comments: Potential additions, deletions, or changes'.

After the pilot study was conducted, a frequency and inter-item analysis was conducted on the satisfaction data using SPSS 10.0. The frequency analysis indicated the participants were generally very satisfied with the training. The inter-item analysis indicated that there was high degree of correlation between items. However, after a conversation with the methodologist, we decided to increase the degree of correlation even further by deleting items. The two items were removed toward that end. One other item was removed, but not to increase the correlation coefficient. It was moved to the self-assessed learning measure. So the final satisfaction measure contained seven items

with a correlation coefficient of .835, which is quite good. A second panel of adult educators was convened to critique Instrument II, of which the satisfaction measure is a part. The panel indicated very few changes (See Table 7).

Table 7

Satisfaction Measure Items

1. The primary objectives for this course were accomplished...
2. The class discussions were helpful...
3. The content of this course is relevant to my job...
4. The course materials were useful...
5. The instructor encouraged active participation...
6. The instructor provided clear explanations and instructions...
7. Overall, the instructor was an effective trainer...

Measure Four: Self-assessed Learning Measure

The self-assessed learning measure was developed around the stated objectives and content for the diversity course offered by a large Northeastern consulting firm specializing in diversity training. Influential adult learning theorist, Ralph Tyler (1949) maintained that instruction should be designed around objectives. Those objectives, would in turn, serve as evaluative criteria. Basically, the success of the program would be relative to the extent the objectives were met. Kirkpatrick's scheme is definitely Tylerian in nature. Predetermined, clearly stated objectives are the criteria for success (Brookfield, 1986).

First Attempt: Pre-post Measure. Two versions of the learning measure were developed. There are frequently prior discrepancies in the level of knowledge and competency that participants bring to the training. Also, a more meaningful grasp of the learning processes demands data about changes that occur longitudinally as result of the training (Warr, Allan, & Birdi, 1999). For these reasons, two versions of the learning measure were developed. Since, these tests will serve as both pretest and posttest (see data collection), they should be approximately equivalent (Phillips, 1997). They can be found in Appendix M.

The list of items for the instrument was gathered from three sources: (a) a review of the literature on diversity training, (b) a review of presently existing instruments designed to determine how much the participants learned (Hubbard, 1997; Keller, Young, & Riley, 1996), and (c) the Diversity Quiz (DTG, 1997). From this content, I developed two items for each of the measurement targets: one for each of the two parallel versions. These items were considered parallel because the knowledge and responses were the same but the wording was different (Clause, Mullins, Nee, Pulakos, & Scmitt, 1998). Dillman and Salant's *How to Conduct Your Own Survey* (1994) was consulted to ensure the multiple-choice questions had been properly phrased and formatted.

The aforementioned Diversity Panel reviewed the learning measure. A number of changes were suggested. To make the instrument clearer, it was suggested that I add a definition of "minority". Each set of paired items was evaluated to see if they were sufficiently parallel. In several cases, the Diversity Panel increased the parallelism of the items by standardizing the response choices.

After the meeting the methodologist and I met to discuss the revisions I made based upon the Diversity Panels' review. The definition of "minority" that I added to the learning measure was altered. We decided to randomly place the parallel questions on either Version A or Version B. By making this a random rather than a planned choice we increased our odds of creating two equal forms (Clause, Mullins, Nee, Pulakos, & Scmitt, 1998). To randomize the items, I flipped a coin to decide if the question would be placed on Version A or Version B of the learning measure.

I then randomized the responses to prevent non-random human planning coming into the process. To randomize the response choices, I labeled four index cards 1 – 4. I then shuffled the cards. Taking each response in turn (a - d), I picked a card to represent a new position. The position of the response choices was left the same on both versions (Clause, Mullins, Nee, Pulakos, & Scmitt, 1998).

We decided to place the items in random order to control an order effect. To randomize the items, index cards were labeled 1 – 8 and shuffled. Each item was taken in order, and an index card was picked to indicate its new position. The same procedure was completed for Version B.

We decided to use an equal number of Version A and Version B of the learning instrument as a pretest. Conversely, we decided to do the same for the posttest. For example, if John Doe takes Version A at time one (T1); he would take Version B at time two (T2). At time one (T1), the participant would place her or his name on the form. At time two (T2), I would place their name on the form in advance to ensure they took a different version of the instrument.

We decided on ‘Diversity Quiz’ as the title of the learning measure. To avoid confusion with a preexisting diversity quiz, I renamed the learning measure ‘The Diversity Assay’. We decided to remove all of the objectives. The Diversity Assay was then turned over to the final pre-study review panel. Following their recommendations, I further altered the definition of “minority”. I also added a simplistic definition of “Managing Diversity”. Finally, I made several alterations in the stems and responses so they would match grammatically (see Appendix N).

A frequency analysis and an inter-item analysis were also conducted on learning data using the original model following the pilot. The frequency analysis indicated that cognitive knowledge increased in only a few cases. The inter-item analysis indicated a poor correlation between the items, most likely because the change that occurs is more attitudinal (Kirkpatrick, 1998), than fact-based. So the original learning measure was discarded for two new measures: attitude (previously discussed) and self-assessed learning.

Self-assessed Learning. The idea of giving a subjective pretest was discarded because a realistic pre-assessment cannot be made in this case with a good sense of knowledge. The respondent simply does not know what she or he does not know until after the course. So we developed a retrospective self-assessed learning measure with one scale (See Appendix O). However, that format was discarded after a subsequent critique session, so while the current measure has the same basic content, knowledge before-and-after the course will be assessed on similar but separate scales (See Appendix P). They also indicated that the pre- and post-assessments should be on separate pages. This has two distinct advantages: (a) it dramatically streamlined the directions and (b) it

prevents item-by-item comparisons. Finally, after the panel discussion the methodologist and I met one final time to discuss the indicated changes and to review the measure before going to print. The final measure (self-assessed learning) is composed of eleven items with six-point Likert scales bound by “poor (1)” to “excellent (6)” for two points in time (See Table 8).

Table 8

Self-assessed Learning Items (Before-and-After the Course)

<ol style="list-style-type: none"> 1. My ability to respect other people’s customs, backgrounds, and values that are different from my own was... 2. My ability to speak comfortably about diversity issues was... 3. My ability to identify discriminatory attitudes in myself was... 4. My ability to identify discriminatory attitudes in others was... 5. My ability to control or change my own discriminatory attitudes was... 6. My ability to control or change discriminatory attitudes in others was... 7. My ability to identify how discriminatory behavior affects the career of the person discriminating was... 8. My ability to identify how discriminatory behavior affects the victim was 9. My ability to identify how discriminatory behavior affects the organization was... 10. My ability to identify demographic trends that have a strong effect on the quality of worker life was... 11. My ability to identify how to change my workplace in order to create a more inclusive environment was...
--

Measure Five: Transfer Measure

The transfer measure is composed of ten items. The transfer instrument is intended to obtain information about the transference of diversity knowledge and skills to

the work site. The respondents indicated their use of diversity-related behaviors as ‘less, same, or more’. The items comprising the transfer measure appear in Table 9.

Table 9

Transfer Measure Items

	Use		
	Less	Same	More
1. You recognize discriminatory behavior on the part of others.	(l)	(s)	(m)
2. You recognize discriminatory behavior on the part of yourself.	(l)	(s)	(m)
3. You are sensitive to people’s differences.	(l)	(s)	(m)
4. You work effectively with people who are different from you.	(l)	(s)	(m)
5. You value ideas from people who are different from you.	(l)	(s)	(m)
6. You actively seek ideas from others who are different from you.	(l)	(s)	(m)
7. You encourage cooperation among people with diverse backgrounds.	(l)	(s)	(m)
8. You treat others fairly regardless of their personal characteristics.	(l)	(s)	(m)
9. You are comfortable working with people who are different from you.	(l)	(s)	(m)
10. You make an effort to ensure those individuals who are different from you feel valued.	(l)	(s)	(m)

While instruments designed to obtain information about behavioral change due to diversity training are available in the literature (Hubbard, 1997; Keller, Young, & Riley, 1996), none of these sufficiently met my needs in terms of validity and reliability. Also, the items on these instruments were not closely aligned with the behavioral objectives of the course I hoped to study. Finally, starting from scratch would provide another opportunity for the investigator to learn by reviewing the literature. This time I focused only on the behavioral changes that diversity training attempts to produce.

Development of the transfer instrument involved developing an initial item pool. This list was developed around the behavioral objectives of the course. The list was gathered from a review of the literature on diversity training (see Appendix Q). The initial list was clarified by focusing only on the *use* of training knowledge on the job (see Appendix R). Grouping like items and underlining redundant items for deletion developed a third item pool (see Appendix S). Questions were developed around the groupings (see Appendix T). Finally, Dillman and Salant's *How to Conduct Your Own Survey* (1994) was consulted to determine the most appropriate response scale. I chose a five-point Likert scale. After consultation with the methodologist, we decided on a three-point scale bounded by "less than before the diversity course (1)" and "more than before I took the course (3)".

The review by the Diversity Panel produced relatively few recommendations for change in the transfer instrument. After the review, I met with the methodologist. It was decided that I would collect the transfer data by phone. The 'Telephone Instrument of Behavioral Change' was to be administered two to four weeks after completion of the workshop. I was also advised to develop an opening script and given potential examples. We also reviewed a technique for conducting a telephone interview. We decided to begin the telephone interview with a general question such as "How did you feel about the course?" and end it with "That's all the questions, is there anything else you would like to tell me?". I decided to write up the interviews immediately upon completion to avoid the loss of data due to a faulty memory and the use of a recorder. We decided to randomize the items, moving related items in pairs.

Two to three weeks after the pilot training session, five participants were called to administer the transfer measure by phone. The sole purpose of this activity was to determine if the phone is the most appropriate method to conduct the survey. I had no problem obtaining phone numbers and very little trouble reaching the individuals to conduct the survey. The time on the phone was actually less than I estimated, so the time indicated in the phone script was changed to ‘three to five minutes’. There were a few instances where I had to rephrase an item in order to make it clearer. However, there were some grammatical changes to indicate spoken rather than written word. I also decided to attempt to get the participant to respond ‘less, same, or more’ rather than ‘a, b, or c’.

Overall, I was quite pleased with the methodology for the transfer measure. After the pilot, it was given to a critique committee and the panel of adult educators. The critique committee indicated few changes in the actual items. However, the panel of adult educators did indicate the deletion of several items to eliminate redundancies and minimize the time on the phone.

Background Variables

I developed the background variables by reviewing other instruments, which asked the participants about their backgrounds. After the pre-pilot review, the background items were changed in the following ways: (a) I deleted the item on “nationality” and (b) included “high school” as a level of education as they proved to be unnecessary (see Appendix U).

Although the background data form proved appropriate, after the pilot a couple of changes were indicated. Race was left open to the participant’s interpretation. ‘No

Diploma' was added as a possible amount of education. To further increase validity, the form was given to a committee of educational professionals for review. Changes included the addition of check boxes (See Table 10). The aforementioned panel also indicated few changes, but made several suggestions such as allowing participants to indicate their job title rather than a level in the hierarchy.

Table 10

Background Variables

1.	Have you ever taken another course on diversity? (Check one.)	yes	no
2.	Were you required to take this course? (Check one.)	yes	no
3.	What is your current job title in this company? _____		
4.	What is your gender? (Check one.)	female	male
5.	What is your age? _____ years		
6.	What is your race/ethnicity? _____		
7.	What is your highest degree of education? (Check one.)		
	Some Schooling	Bachelors	Other (Specify)_____
	High School	Masters	
	Tech Diploma	Doctorate	

Sampling

I contacted a large diversity-consulting firm by phone about conducting the study with their aid. The firm itself is diverse in terms of race and gender. All of the firm's instructors have at least a master's degree and years of experience. The firm's clients include several large and small, public and private organizations nationwide.

During the aforementioned conversation, the firm's president indicated I should fax a letter detailing exactly what I hoped to accomplish and how (see Appendix V).

After receiving the letter, we agreed to meet to discuss the study, including my expectations and theirs. I was given literature on the firm and the objectives of the training. To get more acquainted with their operation, I agreed to attend three workshops. These workshops would also provide an opportunity to fine-tune the individual instruments. We agreed to share rights to the completed, validated instruments. At the first workshop, I provided the firm's president with a memo of understanding (see Appendix W).

I decided the individuals selected for this study would be attendees of short-term diversity training workshops conducted by the consulting firm's president, a young Hispanic male. He has trained over 15,000 employees, managers, and executives from over 575 companies. His education includes a M.B.A. from a large, prestigious Eastern university focusing on human resource development. He has also published numerous articles in refereed journals.

The training itself differs very little from company to company. The primary goal of the training in every case is to develop a common understanding of inclusivity and its benefits to both the individual and the organization. To accomplish this, the participants are provided with a booklet, which serves as the primary learning material for the course. The booklet is different from company to company in the cover design, the title given to the training, and the scenarios provided as examples. The title is different because some individuals have a negative response to the mere mention of diversity. So the training

may be referred to as “Building an Inclusive Work Environment”. The scenarios could not be the same, since organization members at other sites develop them.

The first page of the booklet contains a statement from the leadership indicating the organization’s position on diversity, what is expected regarding diversity, and an introduction to organization’s diversity director. This statement indicates the importance the leadership places on diversity.

This page is followed by the instructor’s credentials, which he also reviews at the beginning of the training session. This is followed by a discussion of what diversity training is and is not. This is followed by a discussion of the ground rules and the goals of the training by the instructor. The participants then have an open discussion of their expectations of the training.

The actual training begins with an open discussion of just what “diversity” is. The instructor is very flexible in allowing the participants to bring up aspects of diversity, which are not traditionally included such as work site. This is followed by a video on the work of Jane Elliott. After the video, the participants are asked to point out the major concepts they gleaned from the film. The participants then complete an activity which leads to a discussion of the impact of diversity in the workplace and most importantly, what can the leadership do to create a more inclusive organizational culture. The suggestions are presented to the entire class. They are also preserved for a final executive summary, which is given to the organization’s leadership.

The next component of the training goes over actual techniques for dealing with diversity-related problems. The participants complete several practice activities in small groups. One of those activities involves the scenarios from other sites.

The final component of the training consists of a quiz. The participants score their own quiz so it is confidential. Confidentiality is important because the quiz is used to determine where the individual stands with respect to diversity. The participants also complete a video activity, which focuses on how first impressions influence how individuals respond to each other.

The final section of the booklet, which is not covered during the training, provided additional diversity-related material such as providing the appropriate feedback. The appendix provides a myriad of facts and stats on diversity and a reference list. After the course the participants are asked to complete a course evaluation, which also included in the booklet.

The only qualifications for participation in the study are attendance from beginning to end in one of the workshops and a willingness to complete all three of the instruments. In the spirit of diversity-related initiatives, I hoped to get responses from a widespread demographic.

The sample size for the actual study was determined by conducting a power analysis. Using an alpha of .05, a power of .80, and effect size of .25, it was determined by use of Cohen's (1992) ANOVA sample size tables, that approximately 128 participants were required for this study. The overwhelming majority of participants were middle managers of a large medical organization that specializes in diagnostics laboratory tests. For the purpose of this study I refer to the medical organization as MedTest Incorporated. Some participants were employees of federal organization. However, so few of the participants came from the federal organization, I decided to base the study only on the participants from the medical organization.

The MedTest Inc. has sites all over the country and overseas. According to the diversity director, more than 30% of the organization is non-white and the majority is female. The data were collected at two sites. Both sites are located in diverse neighborhoods. One site is located in the South and the other in the Northeast. The training at both sites took place in spacious, air-conditioned conference rooms with large, round tables that can seat five comfortably. Food and drink were provided and the participants were given numerous breaks. There was nothing in the environment that should have hindered their learning ability. A summary of the background variables of the individuals participating in the study is provided in Table 11.

Table 11

Characteristics of Respondents

Variable	Value	
Participation in previous diversity course		
Yes	n = 86	65.2%
No	n = 45	34.1%
Required Course		
Yes	n = 113	85.6%
No	n = 16	12.1%
Gender		
Female	n = 77	58.3%
Male	n = 54	40.9%
Age (in years)	M = 45.01	S.D. = 8.53
Race		
Asian	n = 13	9.8%
Black	n = 18	13.6%
Hispanic	n = 13	9.8%
White	n = 84	63.6%
Education		
High School	n = 18	13.6%
Technical Diploma	n = 10	7.6%
Bachelor's Degree	n = 65	49.2%
Master's Degree	n = 28	21.2%
Doctorate	n = 10	7.6%

Data Collection and Preparation

To perfect the data collection process I conducted a short pilot. I attended the two-day diversity training session for a large city/county urban government. Before the training, I gave a short explanation of my study, followed by the acquisition of consent forms, background data, and learning pretest. After the training, I obtained the satisfaction data, learning posttest data, and phone numbers for the later administration of the transfer instrument.

The background data, satisfaction measure, the pre- and post- learning measures were obtained from nineteen of the twenty participants. Phone numbers were obtained from only ten people. Five of the ten people were called two to three weeks later. The pilot yielded some very important information regarding potential improvements in the data collection procedure.

The following is an overview of the data collection process for the actual study. After a short introduction by the trainer, I passed out the information sheet. With the information sheet in front of the participants, I detailed my study and answered any questions they had.

Once the initial presentation was completed I administered and collected Instrument I. Immediately after the training, I once again went before the participants and gave general instructions regarding Instrument II before administering it. I thanked the participants as they left and reminded them that I would be calling shortly.

It is important for new skills to be used posthaste and reinforced routinely. Thus, a measure of transfer is often taken very soon after the program, often in a matter of weeks. Studies indicate if knowledge and skills are not used immediately, retention

diminishes significantly and the likelihood of skills actually being applied will decline dramatically (Broad & Newstrom, 1992; Phillips, 1997). I called the participants two-to-four weeks after the training. No more than three attempts were made. However, the participants that completed the study (all three Instruments) were offered a five-dollar gift certificate, paid for out of the researcher's personal funds. Some participants declined and suggested the money be donated. The sequence of the data collection is summarized in Table 12.

Table 12

Sequence of Data Collection

Timing		Activities and Instruments Used
<i>Time 1</i>	<ul style="list-style-type: none"> Immediately before the course. 	<ul style="list-style-type: none"> Give a short presentation detailing study. Administer Measure # 1 Administer Measure # 2 Gather background variables (On small data sheet)
<i>Time 2</i>	<ul style="list-style-type: none"> Immediately after the course. 	<ul style="list-style-type: none"> Administer Measure # 3 Administer Measure # 4 (Participant indicates ability before and after the course).
<i>Time 3</i>	<ul style="list-style-type: none"> Two to four weeks after the course. 	<ul style="list-style-type: none"> Administer the Measure #5 (By telephone)

Data Preparation

A total of 149 Instrument I's were collected. Three of those were not loaded into SPSS 10.0 because there was no accompanying Instrument II. Since these individuals did not complete an Instrument II, they may not have attended the entire session. The

remaining 146 were loaded into the statistical program after all three Instruments from each participant were gathered together and numbered. The number written on the instrument would correspond to the order of placement in the statistical program, so that anomalies could be easily located and deleted.

All fourteen of the participants from the federal organization were removed, as there were so few when compared to the number of participants from the medical organization. That took the number that completed Instruments I and II down to 132. It took the number of completed Instruments III down to 103 (See Table 13). Any items requiring negative responses were reversed-scored mathematically so that their responses coincided with others on that particular measure. Items 2,6,7, and 8 on the ‘Diversity in my Organization Measure’ and items 2,3, and 4 on the My Beliefs about Diversity Measure were reverse-scored.

Table 13

Summary of Participant Response Rate

	Frequencies					
	Instrument I		Instrument II		Instrument III	
	n	%	n	%	n	%
Participants Completed:	149	(100%)	146	(100%)	117	(100%)
After removal of participants with no Instrument II	146	(97.99%)	146	(100%)	117	(100%)
After removal of federal Employees	132	(88.59%)	132	(90.41%)	103	(88.03%)
n for actual study	132	(88.59%)	132	(90.41%)	103	(88.03%)

Generally speaking, the measures demonstrated sufficient reliability. However, one of the measures ‘My Beliefs about Diversity’ revealed a reliability of .55. Under careful scrutiny it was revealed that item 6 harmed the overall reliability. When we

examined the items themselves we found that this was a generalized belief about diversity whereas the other six items talked about what the company should do. Consequently, we deleted Item 6 for an alpha of .60, which is marginally acceptable for the purpose of research. The distribution and reliabilities of the key measures are depicted in Table 14.

Table 14

Distribution and Reliabilities of Key Measures

Instrument	Measure	Distribution	Reliability
Instrument I	Diversity in my Organization	n = 128 M = 36.50 S.D. = 6.96	0.80
	My Beliefs about Diversity (Item 6 deleted)	n = 130 M = 31.89 S.D. = 3.31	0.60
Instrument II	Course Satisfaction	n = 130 M = 38.65 S.D. = 3.34	0.87
	Self-assessed Learning (Before)	n = 124 M = 47.94 S.D. = 6.67	0.88
	Self-assessed Learning (After)	n = 130 M = 55.02 S.D. = 5.84	0.91
N/A	Learning Measure Gain Scores	n = 122 M = 7.11 S.D. = 6.55	N/A
Instrument III	Transfer of Training	n = 103 M = 23.72 S.D. = 2.60	0.75

Data Analysis

Data from all three instruments were analyzed statistically using the SPSS 10.0 statistical software. The statistical analysis provided the information necessary to answer the study's primary research questions. The analysis is hereby described according to the research questions.

Research Question I: In order to answer Research Question I 'To what extent do the participants express satisfaction with the short-term diversity training they received?'

the means, standard deviations, and frequencies of each item were calculated and reported.

Research Question II: In order to answer Research Question II ‘To what extent do participants report learning gains after participating in short-term diversity training?’ the means of the items on the before- and after-learning measures as well as the gain scores were calculated.

Research Question III: In order to answer Research Question III ‘To what extent do participants report changes in behavior in the workplace following short-term diversity training?’ the means, standard deviations, and frequencies of each item were calculated and reported.

Research Question IV: In order to answer Research Question IV ‘To what extent are these three measures of short-term diversity training success (satisfaction, self-assessed learning, and behavior change) correlated?’ correlations between the three measures were calculated.

Research question V: Research Question V ‘To what extent are these three measures of short-term diversity training success explained by personal and organizational factors? necessitated examining a series of bivariate relationships between personal characteristics, perceived organizational support, and personal attitudes toward diversity. T-tests were computed to analyze the relationship between the three measures (satisfaction, self-assessed learning [gain scores], transfer) and the dichotomous background variables of (a) previous course on diversity, (b) current course is required, and (c) gender.

An ANOVA was used to analyze the relationship between the measures and the categorical variable of race. The sample was diverse enough that four groups were included in the ANOVA. Those four groups were Asians, Blacks, Caucasians, and Hispanics. The only people excluded were those who did not self-identify and an individual who self-identified as Native-American.

A Spearman correlation coefficient was computed to analyze the relationship between the measures and the ordinal variable of educational level. A Pearson was computed to analyze the relationship between the measures and continuous variable age, perceived organizational support, and personal support for diversity.

Assumptions and Limitations

Assumptions

1. The findings of this study assume that social desirability or intent to deceive did not unduly influence the responses. Because race is a somewhat sensitive issue and because all the participants had met me and know that I am Black, the possibility of social desirability cannot be totally discounted. However, the fact that certain items did not receive the highest predictable mark leads me to believe that such was not the case.
2. It is assumed that in responding to the measures (particularly the transfer measure), the participants had internalized definition of diversity close to what the investigator meant.

Limitations

1. This training was, by any standard, a superior form of short-term diversity training. The organization's leadership supported the training. The training was not the result of any legal challenge or racist incident. There was a diverse population within the room. The instructor was qualified and experienced. Any attempt to generalize the findings of this study to less-favorable settings must be made with extreme caution.
2. The instructor was a Hispanic male. This could have had unknown and immeasurable impact on the nature of the findings. There is no way to know how these findings would have played out if the instructor had been Asian-American, Black, or White. For that matter, there is no way to know how these findings would have played out if the instructor had been female.
3. I originally attempted to assess learning in a pre- and post-test manner. However, after the pilot, I decided to use a self-assessed learning measure. A self-assessed leaning measure hinges on the participants knowing what they did not know before the training.
4. In some cases (particularly research question five), in order to answer the research questions, I conducted a number of significance tests. Some people would say I conducted too many. Therefore, although the findings are supportable by current theory and literature, they must be interpreted with some caution.

CHAPTER 4

RESEARCH FINDINGS

Introduction

This chapter will report the findings of the study. It is organized around the five major research questions. The questions were answered using three instruments, with seven subcategories. Computing gain scores on the pre- and post-learning measures created an additional subcategory.

Findings Related to Research Question One

Research question one ‘To what extent do the participants express satisfaction with the short-term diversity training they received?’ investigated the satisfaction level of the participants by allowing them to rate the course and instructor. The participants were asked to respond to seven items with a six-point Likert scale bound by “Strongly Disagree (1)” to “Strongly Agree (6)”. The mean-item-mean was 5.52 with a standard deviation of .48 for the 130 participants that responded to all items. This indicates that the participants were generally very satisfied with the training. Correspondingly, 90.77% responded with an average rating of 5 or better. Of note, the overwhelming majority felt that the course was somewhat relevant to their job. The majority (51.5%) responded with a rating of six or ‘strongly agree’. Also of note, the overwhelming majority felt that the trainer was effective. One hundred five (79.5%) responded with a rating of six or ‘strongly agree’. Table 15 provides a summary of the data from the satisfaction measure.

Table 15

Summary of the Participants' Responses on the Satisfaction Measure

<u>Item</u>	n	mean	sd	Frequency					
				1	2	3	4	5	6
1. The primary objectives for this course were accomplished...	131	5.36	.66	0	0	1	10	61	59
2. The class discussions were helpful...	132	5.36	.65	0	0	0	12	60	60
3. The content of this course is relevant to my job...	132	5.37	.81	1	1	0	12	50	68
4. The course materials were useful...	131	5.40	.66	0	0	0	13	53	65
5. The instructor encouraged active participation...	132	5.67	.60	0	0	2	3	32	95
6. The instructor provided clear explanations and instructions...	132	5.71	.59	0	1	0	3	28	100
7. Overall, the instructor was an effective trainer...	132	5.77	.47	0	0	0	3	24	105
• Mean-item-mean for Satisfaction Measure	130	5.5	.50	NA	NA	NA	NA	NA	NA

Findings Related to Research Question Two

Research question two ‘To what extent do participants report learning gains after participating in short-term diversity training?’ was investigated using a retrospective self-assessment model. The participants were asked to respond to two measures (a pre- and post-) with the same items. The measures are composed of eleven items with a six-point Likert scale bound by “poor (1)” to “excellent (6)”. The first measure investigated the level of knowledge before the training. The second measure investigated the level of knowledge after the training. Gain scores were computed using the data from these two measures.

The participants rated themselves relatively high on the pre-learning measure with a mean of 4.36 and a standard deviation of 0.61. However, there was a definite increase on the post-learning measure with a mean of 5.00 and a standard deviation of 0.53.

Clearly, there was an increase in knowledge for the vast majority of participants. One hundred eight (88.52%) of the 122 participants that completed both surveys had some increase in knowledge according to the gain scores. Tables 16-18 provide summaries of participant responses to the self-assessed learning measure. Table 16 indicates the responses on the pre-learning measure. As can be seen, the participants generally rated themselves high at the start. Table 17 presents comparable data for the post-learning measure. Of note, the participants had a mean increase on every item. Table 18 provides a summary of the mean gain of participants on each item. As can be seen, the participants had a mean gain on every item.

Table 16

Summary of the Participants' Responses on the Pre-learning Measure

<u>Item</u>	n	mean	sd	Frequency					
				1	2	3	4	5	6
1. My ability to respect other people's customs, backgrounds, and values that are different from my own was...	131	4.85	.71	0	0	3	35	71	22
2. My ability to speak comfortably about diversity issues was...	132	4.50	.82	0	3	8	52	58	11
3. My ability to identify discriminatory attitudes in myself was...	131	4.38	.84	0	2	16	51	54	8
4. My ability to identify discriminatory attitudes in others was...	131	4.56	.82	0	2	10	44	63	12
5. My ability to control or change my own discriminatory attitudes was...	131	4.53	.83	0	2	13	39	68	9
6. My ability to control or change discriminatory attitudes in others was...	131	3.79	1.02	2	13	31	53	29	3
7. My ability to identify how discriminatory behavior affects the career of the person discriminating was...	130	4.28	.96	1	4	17	54	43	11
8. My ability to identify how discriminatory behavior affects the victim was...	132	4.46	.90	1	2	11	53	51	14
9. My ability to identify how discriminatory behavior affects the organization was...	132	4.40	.97	1	4	13	52	47	15
10. My ability to identify demographic trends that have a strong effect on the quality of worker life was...	131	4.26	.91	1	2	20	56	43	9
11. My ability to identify how to change my workplace in order to create a more inclusive environment was...	132	4.05	1.00	1	8	24	59	31	9
• Mean-item-mean for Pre-learning Measure	124	4.36	.61	NA	NA	NA	NA	NA	NA

Table 17

Summary of the Participants' Responses on the Post-learning Measure

<u>Item</u>	n	mean	sd	Frequency					
				1	2	3	4	5	6
1. My ability to respect other people's customs, backgrounds, and values that are different from my own was...	131	5.28	.54	0	0	0	6	82	43
2. My ability to speak comfortably about diversity issues was...	131	5.01	.66	0	0	1	25	77	28
3. My ability to identify discriminatory attitudes in myself was...	131	5.11	.69	0	0	2	18	74	37
4. My ability to identify discriminatory attitudes in others was...	131	5.04	.73	0	0	2	26	68	35
5. My ability to control or change my own discriminatory attitudes was...	131	5.02	.74	0	1	3	23	73	32
6. My ability to control or change discriminatory attitudes in others was...	131	4.53	.95	1	4	8	45	57	16
7. My ability to identify how discriminatory behavior affects the career of the person discriminating was...	131	4.94	.80	0	1	4	28	67	31
8. My ability to identify how discriminatory behavior affects the victim was...	131	5.11	.70	0	0	1	22	69	39
9. My ability to identify how discriminatory behavior affects the organization was...	130	5.21	.69	0	0	2	14	69	45
10. My ability to identify demographic trends that have a strong effect on the quality of worker life...	131	4.92	.71	0	0	4	26	77	24
11. My ability to identify how to change my workplace in order to create a more inclusive environment was...	131	4.84	.83	1	0	5	32	68	25
• Mean-item-mean for Post-learning Measure	130	5.00	.53	NA	NA	NA	NA	NA	NA

Table 18

Summary of the Participants' Mean Gain Scores

<u>Item</u>	n	mean	sd	t	p
1. My ability to respect other people's customs, backgrounds, and values that are different from my own was...	130	.43	.65	7.6	<0.0005
2. My ability to speak comfortably about diversity issues was...	131	.51	.76	7.7	<0.0005
3. My ability to identify discriminatory attitudes in myself was...	130	.74	.89	9.4	<0.0005
4. My ability to identify discriminatory attitudes in others was...	130	.48	.92	5.9	<0.0005
5. My ability to control or change my own discriminatory attitudes was...	130	.48	.86	6.4	<0.0005
6. My ability to control or change discriminatory attitudes in others was...	130	.76	1.05	8.2	<0.0005
7. My ability to identify how discriminatory behavior affects the career of the person discriminating was...	129	.65	.96	7.7	<0.0005
8. My ability to identify how discriminatory behavior affects the victim was...	131	.66	.90	8.3	<0.0005
9. My ability to identify how discriminatory behavior affects the organization was...	130	.82	1.00	9.3	<0.0005
10. My ability to identify demographic trends that have a strong effect on the quality of worker life was...	130	.67	.88	8.6	<0.0005
11. My ability to identify how to change my workplace in order to create a more inclusive environment was...	131	.80	.98	9.3	<0.0005
• Mean-item-mean for Self-assessed Learning Gain Scores	122	.65	.60	12.0	<0.0005

Findings Related to Research Question Three

Research question three ‘To what extent do participants report changes in behavior in the workplace following short-term diversity training?’ was investigated by asking the participants to respond to a short survey over the phone. The participants were asked to respond to ten items with a three-point Likert scale composed of “less (1)”, same (2)”, and “more (3)”. The mean was 2.4 with a standard deviation of 0.3 for the 103 participants that responded to all the items. Correspondingly, 91 (88.4%) of the participants had some positive change in behavior.

Table 19 gives a breakdown of the participants’ responses to the transfer measure. It is noteworthy that no one claimed to have had no change in behavior. This could be a function of social desirability or it could be a function of reality. The majority of people rated themselves the same in all cases, except one. On item three, which asks about increased sensitivity to differences, the overwhelming majority indicated that training, had increased their sensitivity to other people’s differences. Also of note, on item nine the overwhelming majority indicated that their comfort level with people who are different from them had not increased, but remained the same. Change may not have been necessary.

Findings Related to Research Question Four

Research question four ‘To what extent are these three measures of short-term diversity training success (satisfaction, self-assessed learning, and behavior change) correlated?’ was investigated by computing the correlations among the outcome measures using SPSS 10.0. In the case of self-assessed learning, the gain scores were used. Table 20 provides a summary of the correlations and the number of participants involved.

Table 19

Summary of the Participants' Responses to the Transfer Measure

<u>Item</u>	n	mean	sd	Frequency		
				Less	Same	More
1. You recognize discriminatory behavior on the part of others.	103	2.39	.49	0	63 (61%)	40 (39%)
2. You recognize discriminatory behavior on the part of yourself.	103	2.37	.48	0	65 (63%)	38 (37%)
3. You are sensitive to people's differences.	103	2.66	.48	0	35 (34%)	68 (66%)*
4. You work effectively with people who are different from you.	103	2.31	.47	0	71 (69%)	32 (31%)
5. You value ideas from people who are different from you.	103	2.40	.49	0	62 (60%)	41 (40%)
6. You actively seek ideas from others who are different from you.	103	2.33	.47	0	69 (67%)	34 (33%)
7. You encourage cooperation among people with diverse backgrounds.	103	2.44	.50	0	58 (56%)	45 (44%)
8. You treat others fairly regardless of their personal characteristics.	103	2.23	.42	0	79 (77%)	24 (23%)
9. You are comfortable working with people who are different from you.	103	2.17	.37	0	86 (83%)	17 (17%)
10. You make an effort to ensure those individuals who are different from you feel valued.	103	2.43	.50	0	59 (57%)	44 (43%)
• Mean-item-mean for Transfer Measure	103	2.37	.26	NA	NA	NA

Note. * The majority felt they were more sensitive to differences following the training.

Table 20

Intercorrelations Among Outcome Measures

Variable Pair	<i>r</i>	<i>p</i>	<i>n</i>
1. Satisfaction with Self-assessed Learning	.14	.14	121
2. Satisfaction with Transfer	.09	.36	101
3. Self-assessed Learning with Transfer	.14	.18	97

In the case of the strength of the linear relationship between satisfaction and self-assessed learning, there is no correlation. There is also no linear relationship between self-assessed learning and behavior change. Finally, the same is also true of the linear relationship between satisfaction and transfer. These three measures are not related to each other for the assessment of diversity training.

This argues for the theoretical integrity of the study. The measures were developed to evaluate different constructs and in fact they do. The fact that they do not correlate could be seen as an indicator of discriminant validity (Zhu, 2000). The fact that someone is satisfied does not mean that they think they are smarter and it does not mean they ultimately use what they have learned. However, this is a very interesting finding since the participants did indicate positive change on all three measures.

Findings Related to Research Question Five

Research question five ‘To what extent are these three measures of short-term diversity training success explained by personal and organizational factors?’ was investigated by inputting data from the ‘Personal Support for Diversity’ and

'Organizational Support for Diversity' measures as well as background information into SPSS 10.0. Over thirty analyses were conducted on the three dependent variables: (a) satisfaction, (b) self-assessed learning, and (c) transfer (behavior change) in light of seven independent variables: (a) required course, (b) previous course on diversity, (c) gender, (d) race, (e) educational level, (f) perceived organizational support, (g) personal support for diversity.

Only three of these analyses yielded any findings of note. The ANOVA involving race and the measures revealed that at $p = .05$ there was a significant relationship between groups on the self-assessed learning (See Table 21). Another statistical procedure was implemented. The Scheffe (post hoc test) indicated that Blacks and Hispanics were significantly different in their mean self-assessed learning gains. The Scheffe, which is considered the most conservative post hoc test, can be seen in Table 22. The mean gains of the Asians (7.69) and Caucasians (7.27) were approximately the same. The Blacks had a very small mean gain (3.65), especially when compared to the mean gain of the Hispanics (11.42). Also, none of the Hispanics indicated any loss in any category.

Table 21

Analysis of Variance for Self-assessed Learning

	df	F	<i>p</i>
Between Groups	3	3.57	.02*
Within Groups	116		
Total	119		

Note. * Correlation is significant at the .05 level (2-tailed)

Table 22

Scheffe for Self-assessed Learning (paired comparisons)

Race		Mean Diff.	SE	<i>p</i>
Asian	Black	4.04	2.34	.40
	Caucasian	.42	1.90	1.00
	Hispanic	3.72	2.54	.54
Black	Caucasian	3.62	1.70	.21
	Hispanic	7.77	2.39	.02*
Caucasian	Hispanic	4.14	1.97	.22

Note. * Correlation is significant at the .05 level (2-tailed)

The Pearson correlations indicated that organizational support is related to the participants' level of satisfaction with training and self-assessed learning gains. They also indicated that the participants' personal support for diversity is related to her or his level of satisfaction with training. Both findings are summarized in Table 23.

Table 23

Relevant Correlations Involving Personal and Organizational Support

		Organizational Support	Personal Support
Satisfaction	Pearson Correlation	.26*	.20*
	Sig.	.00	.03
	n	126	128
Self-assessed Learning	Pearson Correlation	.23*	.15
	Sig.	.01	.09
	n	119	122

Note. * Correlation is significant at the .05 level (2-tailed)

CHAPTER 5

DISCUSSION AND IMPLICATIONS

Introduction

The purpose of this chapter is to discuss the findings and implications of the study. There are four major sections. They are (a) summary of the study, (b) discussion of findings, (c) implications for practice, and (d) recommendations for further research.

Summary of the Study

The primary goal of this study was to investigate the extent to which participants of diversity training transfer the things they learn back to the job site. Toward that end I started to look at different methods of evaluating diversity training. Although it was not originally designed for diversity training, Kirkpatrick's scheme enjoys widespread popularity (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997) and is generally considered efficacious by adult education practitioners (Sheldon & Alliger, 1993).

Kirkpatrick's scheme suggests the use of measures of satisfaction and learning before attempting to evaluate changes in behavior (transfer). A fourth outcome measure, 'results' was not included because it requires a depth of data and a length of time not possible in this current work or measurements in environments so complex that the resources were unavailable for the present study. So I set about developing measures of satisfaction, learning, and transfer. This process involved an extensive review of the literature. Several panels then reviewed each measure. After, several discussions with the methodologist, I decided to collect the background variables and pre-test immediately

before the training, satisfaction data and post-test data immediately after the training, and the transfer data by phone two to four weeks later. Finally, each measure and a slate of background variables were ready for pilot testing.

A pilot test was conducted with a group of employees of a large, urban city-county government in the South. The pilot test proved very enlightening. The satisfaction and transfer measures proved appropriate. The method of data collection also proved appropriate in both cases. However, such was not the case with the learning measure.

Inter-item analysis revealed a lack of reliability between the items. I was also concerned with the methodology, as the measure was given as a pre- and post-test. Finally, the original learning measure sought to ascertain increases in cognitive knowledge such as the percentage of a particular race in the population.

So after the pilot we continued the process of improving the satisfaction and transfer measures, but started development of a new learning measure with a different means of collecting the data. After several more panel reviews we decided on a retrospective self-assessment model that focused on changes in diversity-related abilities, such as the ability to be converse comfortably about diversity-related issues.

To address some concerns a number of researchers (Holton, 1996; Kraiger, Ford, & Salas, 1993) have with Kirkpatrick's scheme and at the dissertation committee's recommendation, I developed two other measures: (a) personal support for diversity and (b) organizational support for diversity, thus producing a model significantly different from Kirkpatrick's. Both measures went through several panel reviews.

The study was conducted at two sites of a large medical organization that conducts diagnostic tests and one site of a federal organization. The sites I attended of the medical organization are located in the South and Northeast. The federal organization is located in the Northeast. After collecting the data, the process of preparing it for analysis was begun immediately. All the instruments from each individual participant were placed together and labeled with a number. The data from the instruments were then inputted into SPSS 10.0. The data from the federal organization were deleted because there were so few participants when compared to the medical organization. Item 6 on the personal support for diversity measure was deleted to increase the reliability of the entire measure. The data were analyzed and the findings obtained.

Discussion of Principal Findings

Research Question One: Satisfaction

The participants gave the training very high marks. Not only as indicated by the satisfaction ratings, which were extremely good by any standard, but I also noticed several participants going up to the instructor and thanking him for the course. There was one participant that even said he had thought his reaction would not be positive, but in fact it was.

There may be several reasons why the participants were so pleased with the training. One reason may be that the trainer is very dynamic. He involved the class in the discussion and allowed everyone to get their opinions in, even if they did not agree with the philosophy of diversity. A second reason could be the materials. The materials were very engaging, especially a short film on the work of Jane Elliott. Also this training took place in a very diverse organization to begin with, one that places diversity at the

forefront at least in the terms of the literature (pamphlets and website) I was given and downloaded. Finally, the participants seemed to be receptive to the training. They seemed interested and provided many examples of their positive and negative experiences. I have seen audiences where it has seemed like significant portions of the participants were determined not see anyone else's point of view.

However, while the participants were generally very pleased with the training they received, this finding does not necessarily guarantee increased learning or transfer (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997). Kirkpatrick (1996) does note that it is possible that a negative impression of the training may inhibit learning or transfer.

Research Question Two: Self-assessed Learning

I noticed that the participants rated themselves high on the pre-learning measure, but there was definite increase on the post-learning measure. So the chosen model and methodology would seem appropriate. According to the gain scores a large number of participants made gains in learning on every item; however, this is one area where further research is definitely indicated. Only recently have others developed similar measures (DeMeuse & Hostager, 2001).

From an adult education standpoint, whether it was intentional or by happenstance, the instructor employed many principles of a good adult educator based on the andragogical model developed by Knowles (Lee, 1998). Knowles (1984) maintained that adult learners have a deep psychological need to be self-directing. The first thing the instructor did after introducing himself was conduct an exercise where the participants

decided on the course objectives, the topics to be discussed, and to some degree the agenda for training.

Secondly, Knowles (1984) believed adults have accumulated a reservoir of experience that serves as a resource for learning. The instructor spoke openly about his experiences as a member of a traditionally disenfranchised group, but more importantly he allowed others to discuss their feelings and experiences without criticism.

Thirdly, Knowles (1984) held that adults become ready to learn things they need to know to be able to do in order to fulfill their role in society. In this case, that role would be that of an employee. The instructor made it a point to let the participants know the business aspects of diversity and how much emphasis organizational leadership was placing on achieving diversity-related goals.

Finally, Knowles (1984) held that adults have a problem-centered orientation. They seek the skills or knowledge they need to apply to the real-life problems they face. It was not hard for the instructor to do this since the overwhelming majority of participants were middle managers. They are going to have to learn to be effective managers of a diverse group of individuals and in some cases be managed by them.

Research Question Three: Transfer

I decided to use the phone rather than mail or observations to collect the data on transfer. I was able to reach a large portion of the original participants and none of them turned me down when I asked to complete the survey over the phone. I do not think it had anything to do with the offer of a five-dollar gift certificate, as many said I could keep it or donate it.

Almost all of the participants I reached had some change in behavior. In most cases, it was not very pronounced. However, on item three, which asked if their sensitivity was less, same, or more, the majority of participants said it was more. The finding suggests the training started to open participants' eyes to situations where they may have been insensitive without knowing it. It may also indicate that the participants are at least a little more empathic to the problems of others that are different from them.

The change in the participants may have been more pronounced than indicated by the numbers. Certain items such as 'you treat others fairly regardless of their personal characteristics' could have caused an internal conflict in the participant. To say 'more' would imply they were not fair before the training. However, the only methodology that could have addressed this is observations, which would have caused a host of other problems. Also, while this study did capture change in given participant, it did not capture where she or he was to begin with. The participant may have felt that change was unwarranted. She or he may have felt that they never discriminate or that their discriminatory behavior is acceptable. A future study could look at change in an individual by comparing behavior at time one (T1), before the training to time two (T2), some time after the training.

Research Question Four: Intercorrelations Among Satisfaction, Self-assessed Learning, and Transfer Measures

There was no correlation between the outcome measures. It is possible that the coefficient represents an underestimate of the relationship between satisfaction and self-assessed learning because a restricted range of scores. The greater the range of variability in a data set, the higher the coefficient is likely to be. The satisfaction scores

had very little variation. All of the participants gave the training high marks on the satisfaction measure. This lack of variation restricts the possibility of discovering a correlation (Gay, 1996). However, a primary criticism within the literature regarding the use of Kirkpatrick's scheme is that some studies have found little or no correlation between the measures (Alliger & Janak, 1989; Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997). But I do not see that as a fatal flaw in the model. Why would a researcher expect three different outcome measures to be the same?

The vast majority of training is evaluated for participant satisfaction only (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997). This probably assumes that if someone liked the training, they learned and will use the knowledge on the job. These data indicate that this is an incorrect assumption. This finding agrees with the expert opinion, which maintains satisfaction ratings do not point to the learning gains that result from training (Baldwin & Ford, 1988; Dixon, 1994). These data also argue not only for the discriminant validity of the three measures, but that these three concepts are different outcomes.

As indicated previously, all three measures had positive outcomes. So the model provides three valid measures of short-term diversity training. However, any researcher, consultant, or evaluator should not expect favorable responses to training to increase the prospect of learning or transfer. The same could also be said of the possibility of positive learning gains enhancing the possibility of transfer. This agrees with the earlier work of Baldwin and Ford (1988) regarding the use of Kirkpatrick's scheme.

Research Question Five: Interaction of Measures with Personal and Organizational Factors

There was a significant difference in the means of the Blacks and Hispanics on the self-assessed learning measure. The Blacks had a much lower mean gain score and the Hispanics had a much higher mean gain score. The reason for this difference is unclear. The lower mean gain scores of the Blacks may have been due to their familiarity with diversity-related issues. It is also possible that the Hispanic participants felt that I was in some way evaluating the Hispanic instructor and wanted to indicate to an individual outside of their race just how good the member of their race is at doing his job. It is also possible that Hispanic participants were more receptive to someone who may share some of their concerns. This finding coincides with expert opinion (Baytos, 1995; Wheeler, 1994), which suggests using multiple facilitators with different backgrounds. The sample size of both groups is very small, so any finding should be viewed with caution.

There was also a significant correlation between organizational support and satisfaction, indicating that the higher the participant's organizational support the more satisfied she or he is with the training. There was also a significant correlation between organizational support and self-assessed learning, indicating the higher the participant's organizational support the higher she or she will assess his or her own learning. Finally, there was a significant correlation between personal support for diversity and satisfaction. Indicating that an individual's personal support for diversity significantly affected her or his satisfaction with diversity training.

These findings would seem to imply that the organizational culture plays a large part in how participants respond to the training and if they attempt to learn. This is consistent with expert opinion on appropriately managing diversity (Baytos, 1995; Cox, 1994; Morrison, 1996; Wheeler, 1994). My personal observations would seem to mesh with this also. I have observed training sessions where participants seemed resistant to the training. In these cases, it was usually an organization with a history of not supporting diversity issues, but was trying to make a cursory change for legal or political reasons. However, the culture of the organization was unchanged so the participant realizes the organization is not serious about diversity issues, so any change on her or his part is unwarranted.

Personal support for diversity affecting the participants' satisfaction with something like diversity training is somewhat expected, as each participant brings her or his preconceived notions about diversity or worldview into the course. A person who does not support diversity would likely be very uncomfortable and vice versa.

Implications for Practice

Following the publication of the book, *Workforce 2000* (Johnson & Packer, 1987) organizations started to invest in diversity consultants. The courts have long looked upon training or counseling as a means of addressing individuals who have problems with individuals who are different from them. However, for some reason there has not been much done in the way of empirical research. Many would maintain diversity should not be evaluated in such a manner. However, since diversity training is often provided in a business environment, it will most likely face some of the same criteria for survival. So

while it may not have to show that it produces a profit, it will at least have to show that it is not a waste of resources.

Many individuals believe short-term diversity training is simply window dressing. However, with the right instructor, materials, and corporate culture short-term diversity training can produce positive outcomes. The right instructor in this case is a Hispanic male with years of experience training in both large and small, public and private organizations. His education includes a MBA from a prestigious, Eastern University. The learning materials consisted of a prepared booklet of activities and several videos. The organizational culture was not directly assessed; however the study was conducted at an organization that values diversity at least in terms of the materials I was given and the statement provided to the participants on the first page of their training booklet. However, neither the proper instructor nor appropriate training materials were the primary focus of this study. Luckily, both were superb.

This study is important because it shows that short-term diversity training can produce positive satisfaction ratings, self-assessed learning gains, and behavior changes, but an organization should give some consideration to changing anything in the corporate environment that may hinder those outcomes. As the results of this study indicate organizational support plays a large part in both the level of satisfaction with and self-assessed learning gains from diversity training.

Another important implication is that positive satisfaction ratings do not represent learning or behavioral change, which agrees with Dixon (1994). Many organizations use satisfaction ratings as their only means of training evaluation (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997). In doing so, they assume that a measure of

satisfaction can substitute for an actual learning assessment. The results of this study indicate that while satisfaction is a valid measure, it indicates very little about how much learning has taken place. If a trainer or consultant wants to know about how much learning has taken place, she or he should assess just that. The same could be said of the relationship between satisfaction and transfer.

Also, since there is no correlation between self-assessed learning and transfer, a trainer or consultant should not evaluate learning and trust that a positive change in behavior will follow positive learning gains. These two outcomes should be looked upon as separate measures and not necessarily steps in the same hierarchical ladder.

A participant can still have a positive reaction even if the diversity training is mandatory. The finding agrees with expert opinion, which maintains that diversity training should not be an option for employees (Arrendondo, 1996). If diversity training is optional many of the individuals who need it most, will not attend (Baytos, 1995; Rynes & Rosen, 1995). Also, voluntary attendance may be seen as indicator that the organization does not see diversity as an important issue (Baytos, 1995).

Although this is not a data-supported implication, while developing self-assessed learning measure, I discovered that learning assessments of diversity training should focus on assessing attitude rather than cognitive ability. During a pre-study pilot, the original learning measure that was given as a pre- and post-test focusing on the diversity-related facts. The measure proved to statistically unreliable. Facts were introduced, but they were used more as icebreakers or to drive home a point. Retention of these facts is not the primary goal of the instructor or the organization providing the training. I would think that both would like to see a change in the individual, assuming change is warranted

and/or make the individual more aware of how diversity can benefit the individual and the organization.

A single course on diversity can start the process of change in an individual. While most participants responded with the 'same' on most of the transfer measure items, the overwhelming majority indicated that they were more sensitive to other people differences following the course. I think this is a very important implication, since most organizations are not providing diversity training as a form of organizational development.

The organizational support for diversity plays a large part in the participant's reaction to diversity training. The organizational support for diversity also plays a large part in the participant's willingness to learn. These findings imply that while one course can start the process of change, the organization needs to assess the organizational climate to see if it is conducive to a positive response to diversity training. Once again this agrees with expert opinion, which holds that a needs assessment should be conducted before diversity training is provided (Baytos, 1995; Hayles, 1996; Rynes & Rosen, 1995). Kirkpatrick (1998) also lists as one of his conditions for change in the individual, that the person works in the right climate.

The participant's personal support for diversity plays a large part in the participant's reaction to diversity training. This finding is somewhat expected. An individual that does not care for diversity may be very uncomfortable in a class on the topic. This implies that personal support diversity should be assessed if for no other reason than to determine the accuracy of the satisfaction ratings. An individual that does

not care for diversity may be responding more to their personal feelings than the quality of the course and instructor.

Finally, personal support for diversity and organizational support for diversity are two outcomes that should be incorporated into evaluation models of diversity training. That does not mean they have to separate measures as in the case of this study. They may be addressed with a few items. However, the results of this study clearly indicate that these two outcome measures are too important to ignore.

Recommendations for Further Research

Diversity is an emerging field. Diversity metrics, or the process of evaluating diversity, is even more recent development (Hubbard, 1997). However, even as some already seek to change the name (Hemphill, 1997), diversity is here to stay and according the aforementioned study (Johnson & Packer, 1987) and the most recent census data growing (U. S. Census Bureau, 2000). While there are quite a few prescriptive articles related to diversity, empirical studies are almost nonexistent. The field is literally wide open.

The experts maintain that diversity produces a wide range of benefits (Cox, 1994; Hayles, 1996; Loden, 1996; Wheeler, 1995; Wheeler, 1996). Among others, those benefits include (a) increased productivity (Hayles, 1996; Wheeler, 1995), (b) enhanced recruitment (Cox, 1994), (c) enhanced retention (Loden, 1996), (d) decreased absenteeism (Cox, 1994) and enhanced creativity (Wheeler, 1996). Each of these potential benefits could be investigated.

The experts also maintain that top management should support diversity training (Baytos, 1995; Hayles, 1996; Rynes & Rosen, 1995; Walker, 1994). As mentioned

earlier, the literature I received indicated that diversity is at least a stated goal of the organization involved in the study. That may have played a part in the excellent satisfaction ratings the training received. An excellent study would be a comparison of diversity training in organizations where the participants are most likely receptive to diversity training to organizations in which the participants are not receptive or perhaps the training is being forced upon the organization by outside forces. A study could also look at the diversity training conducted at various organizations, public and private, large and small.

I was fortunate; the instructor, the materials, and organizational culture for this study were excellent. However, this study did not focus on any of these three aspects of diversity training. A study could look at what makes an appropriate instructor, in terms of education and experience. A study might also look at the effect of the race of the instructor and/or if there should be more than one instructor. An additional study could look at the appropriate materials in terms of content and media. Finally, a study could look at what it takes to develop and maintain the most appropriate organizational culture in terms of diversity.

I chose to look at learning using a self-assessed learning measure. More needs to be done to determine how self-assessed learning compares to other means of evaluating learning. A multiple measures study could be conducted to determine the most appropriate means to assess learning. Such a study could compare self-assessed learning gains with carefully controlled pre- and post-testing and post-test only measures.

While the items on the transfer measure proved to be reliable and valid, I would like to see the data on the transfer measure collected by different means. With phone

data collection the investigator maintains some degree of control over when the data is collected. Mail surveys can be filled out and mailed in complete anonymity. They also allow the participant time to carefully consider each item (Fraenkel & Wallen, 2000). Observations would seem to be more objective, as the participant does not actually fill out the survey. However, all three methodologies have inherent problems. The telephone survey is comparable to cold canvassing done by telephone sales staff, so an investigator may meet with substantial hostility if not immediate refusal (Sapsford, 1999). I think the lack of hostility I received was due to the fact that I had a chance to meet the participants and prepare them for the call. Some disadvantages of mail surveys are the lack of opportunity to encourage cooperation and provide assistance such as clarifying instructions. Observations are influenced by the presence of an investigator. The participant will most likely alter their normal behavior while being observed (Fraenkel & Wallen, 2000) especially in the case of diversity. The most appropriate methodology will not be revealed without further research. Along those lines, a study could be conducted to determine the differential effect of knowing the race of investigator when make inquiring about an area as sensitive as diversity.

As mentioned before, we measured transfer without looking at behavior at time one and then later at time two, after the training. An additional study could look at what the participants are doing on the job in a pre- and post-assessment manner.

While short-term diversity is the most prevalent (Ricucci, 1997), some of the larger organizations, such as Avon (Thomas, 1991) and Coca-Cola (Anonymous, 2001) are providing long-term diversity training. An excellent study would be an examination

of long-term diversity training. The investigator could even use a methodology similar my own.

Another potential study could be a continuation of the current study. The investigator could look at Kirkpatrick's fourth level, 'results'. In addition, to the fourth level, she or he could calculate the return on investment (ROI), the fifth level added by Phillips (2000).

An additional benefit of the study was the development of valid and reliable instruments to evaluate diversity training. Recently, an excellent study was completed with the express purpose of developing similar instruments (DeMeuse & Hostager, 2001). More studies like that one and my own should produce a variety effective outcome measures.

Chapter Summary and Conclusions

This study was designed to determine to what extent and in what ways short-term diversity training affects the individual. Toward that end five research questions were developed and answered. I discovered many things while conducting this study; most of which were discussed during this chapter. The major conclusions that I can draw based on sound statistical methods are:

1. Diversity training can produce high satisfaction ratings.
2. Diversity training can produce gains in self-assessed learning,
3. The skills taught during diversity training can be transferred to worksite.
4. Measures of based on Kirkpatrick's scheme are not correlated. However, this should not preclude their use as measures of diversity training. An instructor simply should not expect satisfaction ratings to indicate learning gains or the

use the knowledge on the job. Also, she or he should not expect a measure learning gains to indicate that the participants are actually using the skills taught during the course.

5. Organizational support plays a large part in a participant's reaction to diversity training and willingness to learn.
6. The participant's personal support for diversity plays a large part in the participant's reaction to diversity training.

Finally, perhaps the most important products of this study were valid, reliable instruments I developed to evaluate the training. One of the problems Holton (1996) and others have found with Kirkpatrick's scheme is that it does not take into account the organizational context of the training. My instruments include measures of both organizational and personal support.

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APPENDIX A
CONSENT FORM

DIVERSITY TRAINING STUDY CONSENT FORM

I, _____ agree to take part in the research titled " An Investigation of Diversity Training using Kirkpatrick's Logical Model of Assessment." conducted by Nick Rouse (706 543 8222) of the department of Adult Education. The study is being conducted under the direction of Dr. Johnson-Bailey and Dr. Valentine from the Department of Adult education at the University of Georgia (1 800 816 3382). I understand that I do not have to take part if I do not want to. I can stop taking part without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The reason for this study is to examine the impact of a single diversity training workshop.

If I volunteer to take part in this study, I will be asked to answer questions on three surveys:

- 1) Survey I (Reactions to Diversity) (taken immediately after the course).
- 2) Survey II (The Diversity Quiz with background information) (taken immediately before the course).
- 2) Survey II (The Diversity Quiz without background information) (taken immediately after the course)
- 3) Survey III (Transfer of Training) (taken by phone 2 – 4 weeks after the course).

The entire process should take less than 5 weeks.

The benefits for me are that study participants of all races, gender, and nationalities can benefit from diversity training, but only if it is conducted in a manner that inclusive of all people. This study will allow the participants to indicate their opinions with an assurance of confidentiality. Also, from the initial presentation I will learn about the dissertation process and about some previous research on diversity (training).

No risk is expected but I may experience some discomfort or stress when answering questions about race, gender and ethnicity. These risks will be reduced in the following ways: I will answer only the questions I am comfortable answering.

No information about me, or provided by me during the research, will be shared with others without my written permission or as required by law. I will be assigned an identifying number and this number will be used on all of the questionnaires I fill out.

Study participant confidentiality will be maintained through the following process: As Diversity Quizzes are returned, the portion containing background information will be separated from the original document. That portion will be retained just long enough to record the name and background information of each individual who completed a survey and then discarded. The responses will thereafter be coded with identifiers (such as an identifying number) for the purpose of matching pre and post and phone data. The identifying number will come from a random number table. The master list containing the aforementioned demographic data will be maintained in a secure location, under lock and key. The researcher will have the only key and the list will be destroyed immediately upon completion of the study.

The investigator will answer any further questions about the research, now, during and after the course of the project at (706) 543-8222 and Nrouse@arches.uga.edu

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Signature of Investigator Date

Signature of Participant Date

Questions or problems regarding your rights as a participant should be addressed to Ms. Julia Alexander; Institutional Review Board; Office of V.P. for Research; The University of Georgia; 604A Graduate Studies Research Center; Athens, GA 30602-7411; Telephone 706-542-6514.

APPENDIX B
INFORMATION SHEET

Information Sheet: Diversity Training Study

- I (Nick Rouse), under the direction of Dr. Valentine of the University of Georgia, in conjunction with the Diversity Training Group, am conducting a study to determine the impact of diversity training.
- I will be asking you to complete a short survey before the course, a short survey after the course, and a brief telephone interview two weeks from now.
- Participation in the study is strictly voluntary. If you complete and return the surveys you are agreeing to participate in the study and if you do not wish to participate you may return them blank. If you choose to participate the time involved will be:
 - a) 5 minutes – for the before-course survey.
 - b) 5 minutes – for the after-course survey.
 - c) 3-5 minutes – for the telephone survey.
- If you agree to participate all data will be handled with strict confidentiality. No information about you or provided by you during the research will be shared with others without my written permission or as required by law. Although a report will be produced, that report will not provide information about individual identities or individual responses.
- To ensure confidentiality you will create a code name and I will use that code name as an ID on all the surveys until the study is completed. After the study the master list of codes will be destroyed.
- The benefits for you are that study participants of all races, gender, and nationalities can benefit from diversity training, but only if it is conducted in a manner that inclusive of all people. Your responses will help improve future programs.
- Although this is unfunded research, those of you who chose to participate will be offered a \$5 gift certificate to either a) Wal-Mart, b) McDonald's, or c) Blockbuster.
- I will answer any further questions about the research, now, during and after the course of the project at (706) 543-8222 and nrouse@arches.uga.edu

Questions or problems regarding your rights as a participant should be addressed to Ms. Julia Alexander; Institutional Review Board; Office of V.P. for Research; The University of Georgia; 604A Graduate Studies Research Center; Athens, GA 30602-7411; Telephone 706-542-6514.

APPENDIX C
INSTRUMENT I

Diversity Training Study



Instrument I

The following information will be transferred to a master code list. That code list will be kept in a secure location. Only I will know the location and only I will have a key. Upon completion of the study the code list will be destroyed.

Name _____

Phone number () ____--____

Most appropriate time to call. Day Evening

Code name _____

SECTION ONE: DIVERSITY IN MY ORGANIZATION

Instructions: Please read each item carefully and circle the response that describes how you feel your organization responds to diversity. Please circle only one response for each item using the scale rating of **1 = *strongly disagree*** to **6 = *strongly agree***.

		Strongly Disagree	←-----→	Strongly Agree		
1. Diversity is a top priority in my organization.....	1	2	3	4	5	6
2. There may be barriers within my organization that keep me from applying the things I learn during diversity training.....	1	2	3	4	5	6
3. I believe my co-workers will support the use of the skills I learn during diversity training.....	1	2	3	4	5	6
4. I believe my supervisor will support the use of the skills I learn during diversity training.....	1	2	3	4	5	6
5. I believe upper management will support my use of the skills I learn during diversity training	1	2	3	4	5	6
6. Physical characteristics, such as gender and race, harm one's chance of being hired within my organization.....	1	2	3	4	5	6
7. Physical characteristics, such as gender and race, harm one's chance of promotion within my organization.....	1	2	3	4	5	6
8. Physical characteristics, such as gender and race, harm one's chance of receiving a raise within my organization.....	1	2	3	4	5	6

SECTION TWO: MY BELIEFS ABOUT DIVERSITY

Instructions: Please read each item carefully and circle the response that describes how you feel about diversity. Please circle only one response for each item using the scale rating of **1 = *strongly disagree*** to **6 = *strongly agree***.

- | | | Strongly
Disagree | | | | | | Strongly
Agree |
|--|---|------------------------------|-------|---|---|---|---|---------------------------|
| | | ← | ----- | | | | → | |
| 1. I believe diversity is very important to any organization..... | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 2. I believe accommodating the needs of diverse people is a waste of organizational resources.... | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 3. I believe providing diversity training is a waste of organizational resources..... | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 4. I believe my organization has done enough regarding diversity..... | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 5. I believe that dealing well with diversity has the potential to increase organizational effectiveness | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 6. I believe that personal characteristics, such as race and gender, have nothing to the quality of a person's work..... | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 7. I believe diversity training should be mandatory for all employees..... | 1 | 2 | 3 | 4 | 5 | 6 | | |

SECTION THREE: ADDITIONAL INFORMATION

1. Have you ever taken another course on diversity? (Check one.) yes no
2. Were you required to take this course? (Check one.) yes no
3. What is your current job title in this company? _____
4. What is your gender? (Check one.) female male
5. What is your age? _____ years
6. What is your race/ethnicity? _____
7. What is your highest degree of education? (Check one.)

Some Schooling
High School
Tech Diploma

Bachelors
Masters
Doctorate

Other (Specify)_____

APPENDIX D

INSTRUMENT II

Diversity Training

Study



Instrument II

SECTION ONE: COURSE SATISFACTION

Instructions: For each item, circle the number that represents your opinion.

	Strongly Disagree					Strongly Agree
	←----->					
1. The primary objectives for this course were accomplished.....	1	2	3	4	5	6
2. The class discussions were helpful.....	1	2	3	4	5	6
3. The content of this course is relevant to my job.....	1	2	3	4	5	6
4. The course materials were useful.....	1	2	3	4	5	6
5. The instructor encouraged active participation.....	1	2	3	4	5	6
6. The instructor provided clear explanations and instructions.....	1	2	3	4	5	6
7. Overall, the instructor was an effective trainer.....	1	2	3	4	5	6

Additional Comments:

SECTION TWO

Learning Survey

INSTRUCTIONS: This section asks for your honest assessment of what you knew about each topic before the course. Please circle only one response for each item using the scale rating of **1 = poor to 6 = excellent**.

BEFORE TAKING THIS DIVERSITY COURSE:

- | | Poor | <-----> | | | | Excellent |
|--|-------------|---------|---|---|---|------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. My ability to respect other people's customs, backgrounds, and values that are different from my own was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My ability to speak comfortably about diversity issues was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. My ability to identify discriminatory attitudes in myself was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. My ability to identify discriminatory attitudes in others was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My ability to control or change my own discriminatory attitudes was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. My ability to control or change discriminatory attitudes in others was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. My ability to identify how discriminatory behavior affects the career of the person discriminating was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. My ability to identify how discriminatory behavior affects the victim of discrimination was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. My ability to identify how discriminatory behavior affects the organization was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My ability identify demographic trends that have a strong effect on the quality of worker life was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. My ability to identify how to change my workplace in order to create a more inclusive environment was..... | 1 | 2 | 3 | 4 | 5 | 6 |

SECTION THREE

Learning Survey

INSTRUCTIONS: This section asks for your honest assessment of what you know about each topic after the course. **Please do not look back at the previous survey.** Please circle only one response for each item using the scale rating of **1 = poor to 6 = excellent.**

NOW THAT I HAVE TAKEN THIS COURSE:

- | | Poor | <-----> | | | | Excellent |
|---|-------------|---------|---|---|---|------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. My ability to respect other people's customs, backgrounds, and values that are different from my own is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My ability to speak comfortably about diversity issues is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. My ability to identify discriminatory attitudes in myself is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. My ability to identify discriminatory attitudes in others is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My ability to control or change my own discriminatory attitudes is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. My ability to control or change discriminatory attitudes in others is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. My ability to identify how discriminatory behavior affects the career of the person doing it is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. My ability to identify how discriminatory behavior affects the victim of discrimination is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. My ability to identify how discriminatory behavior affects the organization is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My ability to identify demographic trends that have a strong effect on the quality of worker life is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. My ability to identify how to change my workplace in order to create a more inclusive environment is..... | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX E

INSTRUMENT III

Diversity Training

Study



Instrument III

Name _____

Phone _____

Attempt: Date _____ Time _____

PHONE SCRIPT

The following is the script to be used for the phone interviews:

- A. Hello, my name is Nick Rouse. I am from the University of Georgia. I would like to talk to Mr., Mrs., or Ms _____. (If contact is made got to B. below)
- If the individual is not available, ask when would be better time to call.
- B. This is Nick Rouse from the University of Georgia. In case you don't remember I began a study during the diversity training workshop you attended. This is the final stage of the study you have been participating in. I will now read you ten multiple choice questions and it will only take less than five minutes of your time.
- Are you willing to answer the questions?
- Yes Go to C. below
- No Is there a time that would be better. If so, make an appointment.
- If not ask why and thank the study participant for his or her time.
- C. How did you like the course? (an icebreaker)

Comments:

- D. As I read the following questions, I would like you to respond to the following statements in one of three ways: less than before I took the diversity course; same as before I took the diversity course; more than before I took the course. (Read 1 – 10 and allow the participant to respond)

Transfer of Training

Instructions:

For each item indicate your use of the following behaviors. The numbers indicate the following values: (l)- less than before I took the diversity course; (s)- same as before I took the diversity course; (m)- more than before I took the course.

	Use		
	Less	Same	More
1. You recognize discriminatory behavior on the part of others.	(l)	(s)	(m)
2. You recognize discriminatory behavior on the part of yourself.	(l)	(s)	(m)
3. You are sensitive to people's differences.	(l)	(s)	(m)
4. You work effectively with people who are different from you.	(l)	(s)	(m)
5. You value ideas from people who are different from you.	(l)	(s)	(m)
6. You actively seek ideas from others who are different from you.	(l)	(s)	(m)
7. You encourage cooperation among people with diverse backgrounds.	(l)	(s)	(m)
8. You treat others fairly regardless of their personal characteristics.	(l)	(s)	(m)
9. You are comfortable working with people who are different from you.	(l)	(s)	(m)
10. You make an effort to ensure those individuals who are different from you feel valued.	(l)	(s)	(m)

Is there anything else you would like to tell me about the course:

APPENDIX F

COLOR-CODED COPIES OF EACH INSTRUMENT

Reactions to Diversity Training

(Survey I)

Instructions: For each item, please fill in the numbered circle that represents your opinion.

1. The primary course objectives were accomplished.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
2. The class discussions were helpful.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
3. The group activities were useful.
(1) Too fast (2) A little fast (3) Neutral (4) A little slow (5) Too slow
4. The pace of the course was appropriate.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
5. The content of this course is relevant to my job.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
6. I expect management and coworkers to support my use of skills and knowledge from the course.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
7. The materials and media were consistent with the course objectives.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
8. The instructor encouraged active participation.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
9. The instructor provided clear explanations and instructions.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree

10. Overall, the instructor was effective.

(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree

Comments: (Likes, dislikes, and potential changes)

Objectives

1. Understand the meaning of diversity.
2. Understand diversity as a business issue.
3. Develop an awareness of the impact of diversity and the importance of leveraging it in our workplace.
4. Understand stereotypes and how they impact behavior.
5. To understand/support your company's diversity strategy and discuss ways to visibly lead its initiative.

Learning (Survey II)

- 1a. The definition of “diversity” suggested by Managing Diversity is _____.
 - a) narrow b) broad c) exclusive d) minorities and women
- 1b. A definition of “diversity” should be _____.
 - a) narrow b) broad c) exclusive d) minorities and women
- 2a. As opposed to affirmative action and valuing differences, a major goal of managing diversity is the _____.
 - a) creation of a diverse workforce b) upward mobility of women and Blacks
 - c) establishment of quality interpersonal relationships d) full utilization of all human resources
- 2b. Diversity is not another version of EEO/AA because it seeks the _____.
 - a) full utilization of all human resources b) creation of a diverse workforce
 - c) upward mobility of women and Blacks d) establishment of quality interpersonal relationships

- 3a. The target group for Managing Diversity is _____.
a) White males b) everyone including traditional white males c) all but traditional White males d) white managers
- 3b. Your current definition of diversity should _____ following this course.
a) narrow b) expand c) solidify d) endure
- 4a. Managing Diversity maintains that ineffective diversity management is due to _____.
a) a lack of awareness and understanding of others b) a lack of presence (Black and women c) poor interpersonal relationships d) poor utilization of a diverse workforce
- 4b. According to Managing Diversity, what is the cause of ineffective diversity management?
a) poor interpersonal relationships b) a lack of awareness and understanding of others c) poor utilization of a diverse workforce d) a lack of presence (Blacks and women)
- 5a. What is the primary motivation for managing diversity?
a) legality b) morality c) corporate social responsibility d) competitive advantage
- 5b. _____ is the primary motivation for managing diversity.
a) corporate social responsibility b) competitive advantage c) morality d) legality
- 6a. The primary reason for undertaking a diversity initiative should be _____ concerns.
a) legal b) moral c) social d) business
- 6b. What is the primary reason for undertaking a diversity initiative?
a) legal concerns b) moral concerns c) social concerns d) business concerns

- 7a. Which one of the following is **not** a reason why effective diversity management has become a critical issue for many organizations?
- a) worldwide competition
 - b) changing demographics
 - c) labor shortage
 - d) corporate responsibility
- 7b. _____ is **not** a reason why effective diversity management has become a critical issue for many organizations?
- a) changing demographics
 - b) worldwide competition
 - c) labor shortage
 - d) corporate responsibility
- 8a. A common myth is _____.
- a) creeps rises to top naturally
 - b) minorities already outnumber White males in the workplace
 - c) baby-boomers are retiring in record numbers.
- 8b. Which of the following is **untrue**?
- a) creeps rises to top naturally
 - b) minorities already outnumber White males in the workplace
 - c) baby-boomers are retiring in record numbers.
- 9a. African-American purchasing power is approaching how much per year?
- a) \$195 billion
 - b) \$215 billion
 - c) \$300 billion
 - d) \$350 billion
- 9b. African-American purchasing power is approaching _____ per year?
- a) 350 billion
 - b) 300 billion
 - c) 250 billion
 - d) 195 billion
- 10a. By the year 2005, what percent of those entering the workforce will be women, people of color, and immigrants?
- a) 85%
 - b) 76%
 - c) 68%
 - d) 57%
 - e) About half

10b. _____ percent of those entering the workforce will be women, people of color, and immigrants by the year 2005.

- a) 78% b) 85% c) 57% d) 68% e) About half

Transfer (Survey III)

Instructions:

For each item indicate your use of the following skills. The numbers indicate the following values: (1)- less than before I took the diversity course; (2)- same as before I took the diversity course; (3)- more than before I took the course.

Use

- (1) (2) (3) (4) (5) a. Treat others fairly regardless of gender, age, race, disability, etc.
- (1) (2) (3) (4) (5) b. Communicate the business reasons for effectively managing diversity.
- (1) (2) (3) (4) (5) c. Encourage input and ideas from others who are different.
- (1) (2) (3) (4) (5) d. Recognize racist, sexist, and insensitive behavior on the part of others.
- (1) (2) (3) (4) (5) e. Display sensitivity to race, gender, and other individual differences in the workplace.
- (1) (2) (3) (4) (5) f. Work effectively with people who are different.
- (1) (2) (3) (4) (5) g. Spend time with individuals who are different to ensure they feel valued, welcomed, and included.
- (1) (2) (3) (4) (5) h. Encourage cooperation between people with diverse backgrounds.
- (1) (2) (3) (4) (5) i. Take time to expand comfort level with others who are different from one's self.

- (1) (2) (3) (4) (5) j. Recognize intolerant behavior on the part of one's self.
- (1) (2) (3) (4) (5) k. Value input and ideas from others who are different.
- (1) (2) (3) (4) (5) l. Confront racist, sexist, and insensitive behavior on the part of others.
- (1) (2) (3) (4) (5) m. Begin to eliminate intolerant behavior on the part of one's self.

APPENDIX G

BACKGROUND ITEMS FOR CRITIQUE PANEL

Section II: Background

1. Have you ever taken another course on diversity? (Circle one.) yes no
2. Are you required to take this course?
3. What is your position? Line Middle Management Senior Management
4. What is your gender? (Circle one.) male female
5. What is your age?
6. What is your race?
7. What is your nationality?
8. What is your highest degree of education? Associate/Technical Bachelors Masters
Doctorate Other

APPENDIX H
BACKGROUND ITEMS

Section II: Background

1. Have you ever taken another course on diversity? (Circle one.) yes no
2. Are you required to take this course?
3. What is your position? Line Middle Management Senior Management
4. What is your gender? (Circle one.) male female
5. What is your age?
6. What is your race?
7. What is your nationality?
8. What is your highest degree of education? Associate/Technical Bachelors Masters
Doctorate Other

APPENDIX I
PRE-PILOT REVIEW PACKET

August 14, 2000

Dear Professor Palmer:

Subject: Dissertation study

The following is my tender for conducting a research study with the aid of the Diversity Training Group (DTG). After conducting a short pilot and an additional critique review by education professionals, I wish to conduct one final review of the attached instruments.

The pilot study will involve validating the instruments I have developed. I would like to involve to approximately forty attendees. I would also like to involve DTG staff and administrators in the validation of a knowledge instrument.

The primary study is not designed to determine if diversity training works. Rather, I am trying to find out to what extent it works and in what ways. I would like to involve as many attendees as possible. I will need at least forty to respond to the final phone interview. There will be three separate research instruments corresponding to each research question. I will discuss each in turn below:

1. *To what extent were participants satisfied with the diversity they received?*

After reviewing several instruments measuring satisfaction, I have received approval to use Keller, Riley and Young's model. I would like to give it immediately upon completion of the course.

2. *To what extent did knowledge and skills increase as result of diversity*

training? The knowledge instrument is under development. However, it will be designed around the course objectives for the course. I would like to give it in a pre- and post- manner. The participants will be asked to respond to one version of the instrument before the course, at which time I would also like to

obtain some demographic data. All demographic data will be coded for tracking purposes and confidentiality. The participants will be asked to respond to a parallel second version after the course when they respond to the satisfaction measure.

3. *To what extent did they (participants) use the things they learned on the job?*

The transfer instrument is also under development. I would like to mail this instrument approximately one month after the course is completed.

Please review the instruments. Any suggestions you can provide directed toward improving individual items, deleting or adding items will be greatly appreciated.

My phone number is (706) 543-8222 and my e-mail is nrouse@arches.uga.edu My address is 110 Rogers Road (N-102) Athens, GA 30605. I would like thank you in advance for your assistance in this matter.

Sincerely,

Donald Rouse (Nick)
Graduate student
University of Georgia

Thomas Valentine
Associate professor
University of Georgia

NR

Reactions to Diversity Training

(Survey I)

Instructions: For each item, please fill in the numbered circle that represents your opinion.

1. The primary course objectives were accomplished.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
2. The class discussions were helpful.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
3. The group activities were useful.
(1) Too fast (2) A little fast (3) Neutral (4) A little slow (5) Too slow
4. The pace of the course was appropriate.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
5. The content of this course is relevant to my job.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
6. I expect management and coworkers to support my use of skills and knowledge from the course.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
7. The materials and media were consistent with the course objectives.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
8. The instructor encouraged active participation.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree
9. The instructor provided clear explanations and instructions.
(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree

10. Overall, the instructor was effective.

(1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly disagree

Comments: (Likes, dislikes, and potential changes)

Diversity Quiz

(Survey II) (Version I)

For each question circle the letter of the best answer. “Minority” is defined as a racial, religious, or other group regarded as different from the majority.

1. The primary objective of managing diversity is the _____.
 - a) upward mobility of women and minority groups
 - b) creation of a diverse workforce
 - c) establishment of quality interpersonal relationships
 - d) full utilization of all human resources
2. The definition of “diversity” suggested by “Managing Diversity is” _____.
 - a) exclusive
 - b) concerned with minorities and women only
 - c) broad
 - d) absolute
3. “Managing Diversity” is intended to address the following individuals.
 - a) managers
 - b) White male employees
 - c) Women and minority groups
 - d) all employees
4. _____ is the primary motivation for managing diversity for business.
 - a) because it is the right thing to do
 - b) to gain a competitive business advantage
 - c) to avoid legal problems
 - d) to address legal problems
5. A common **falsehood** is _____.
 - a) baby-boomers are retiring in record numbers
 - b) creeps rises to the top naturally
 - c) minorities outnumber Whites in the workplace
6. _____ is **not** a reason why effective diversity management has become a critical issue for many organizations?
 - a) corporate social responsibility
 - b) changing demographics
 - c) worldwide competition
 - d) a need for qualified workers

7. “Managing Diversity” maintains that ineffective diversity management is due to _____.
- a) poor interpersonal relationships
 - b) a lack of awareness and understanding of others
 - c) a failure to realize the potential of a diverse workforce
 - d) a low number of women and minority employees
8. This diversity workshop is being offered because:
- a) to make you a better person.
 - b) it is the right thing to do.
 - c) the law requires it.
 - d) the workplace has changed and the pace of change is accelerating.

Diversity Quiz

(Survey II) (Version II)

For each question circle the letter of the best answer. “Minority” is defined as a racial, religious, or other group regarded as different from the majority.

1. The major goal of managing diversity is the _____.
 - a) upward mobility of women and minority groups
 - b) creation of a diverse workforce
 - c) establishment of quality interpersonal relationships
 - d) full utilization of all human resources
2. A definition of “diversity” should be _____.
 - a) exclusive
 - b) concerned with minorities and women only
 - c) broad
 - d) absolute
3. “Managing Diversity” is focused on _____.
 - a) managers
 - b) White male employees
 - c) Women and minority groups
 - d) all employees
4. What is a company’s primary motivation for managing diversity?
 - a) because it is the right thing to do
 - b) to gain a competitive business advantage
 - c) to avoid legal problems
 - d) to address legal problems
5. Which of the following is **untrue**?
 - a) baby-boomers are retiring in record numbers
 - b) creases rises to the top naturally
 - c) minorities outnumber Whites in the workplace
6. Which one of the following is **not** a reason why effective diversity management has become a critical issue for many organizations?
 - a) corporate social responsibility
 - b) changing demographics
 - c) worldwide competition
 - d) a need for qualified workers

7. According to *Managing Diversity*, what is the cause of ineffective diversity management?
- a) poor interpersonal relationships
 - b) a lack of awareness and understanding of others
 - c) a failure to realize the potential of a diverse workforce
 - d) a low number of women and minority employees
8. This workshop on diversity was conducted because:
- a) you require improvement as a person.
 - b) it is the right thing to do.
 - c) the law requires it.
 - d) the workplace has changed and the pace of change is accelerating.

Transfer of Training

(Survey III)

Instructions:

For each item indicate your use of the following skills. The numbers indicate the following values: (a)- less than before I took the diversity course; (b)- same as before I took the diversity course; (c)- more than before I took the course.

Use

- | | | | |
|-----|-----|-----|---|
| (a) | (b) | (c) | 1. Recognize sexist and insensitive behavior on the part of others. |
| (a) | (b) | (c) | 2. Recognize intolerant behavior on the part of one's self. |
| (a) | (b) | (c) | 3. Display sensitivity to other people's differences in the workplace. |
| (a) | (b) | (c) | 4. Work effectively with people who are different from you. |
| (a) | (b) | (c) | 5. Value input and ideas from others who are different from you. |
| (a) | (b) | (c) | 6. Seek input and ideas from others who are different from you. |
| (a) | (b) | (c) | 7. Encourage cooperation between people with diverse backgrounds. |
| (a) | (b) | (c) | 8. Treat others fairly regardless of race, gender or personal characteristics. |
| (a) | (b) | (c) | 9. Made an effort to expand your comfort level with others who are different from you. |
| (a) | (b) | (c) | 10. Made an effort to ensure those individuals who are different from you feel valued and included. |

- (a) (b) (c) 11. Confront racist, sexist, and other insensitive behavior on the part of others.
- (a) (b) (c) 12. Begin to eliminate intolerant behavior on the part of one' self.
- (a) (b) (c) 13. Communicate the business reasons for effectively managing diversity.

Section II: Background

1. Have you ever taken another course on diversity? (Circle one.) yes no
2. Are you required to take this course?
3. What is your position? Line Middle Management Senior Management
4. What is your gender? (Circle one.) male female
5. What is your age?
6. What is your race?
7. What is your nationality?
8. What is your highest degree of education? Associate/Technical Bachelors Masters
Doctorate Other

APPENDIX J
ORIGINAL SATISFACTION MEASURE

Tool 1: Participant Reactions: Rating Scale

Reactions to Diversity Training

Please take your time in filling out this reactions questionnaire. Your comments will help to improve future programs. Thank you.

Part I: Rating Scale

Instructions: For each item, please fill in the numbered circle that represents your opinion. (You may add written comments pertaining to any item.)

Overall Course

1. This course was at an appropriate level of difficulty.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
2. The pace of the course was appropriate.
 ① TOO FAST ② A LITTLE FAST ③ JUST RIGHT ④ A LITTLE SLOW ⑤ TOO SLOW
3. The primary course objectives were accomplished.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
4. The course met my expectations.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
5. The class discussions were helpful.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
6. The group activities were useful.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE

Expectation for Job Transfer

7. The content of this course is relevant to my job.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
8. I expect management and coworkers to support my use of skills and knowledge from the course.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE

Materials/Media

9. The materials and media were consistent with the course objectives.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
10. The overall quality of the materials was satisfactory.
 ① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE

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Diversity Training Evaluation

Facilitator Effectiveness

- 11. The facilitator encouraged active participation.
① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
- 12. The facilitator provided clear explanations and instructions.
① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE
- 13. Overall, the facilitator was effective.
① STRONGLY AGREE ② AGREE ③ NEUTRAL ④ DISAGREE ⑤ STRONGLY DISAGREE

Part II: Short Answer

Instructions: Please respond to the following questions in the space provided.

14. The most beneficial part of the course was _____

15. The least beneficial part of the course was _____

16. My suggestions for changes are _____

APPENDIX K
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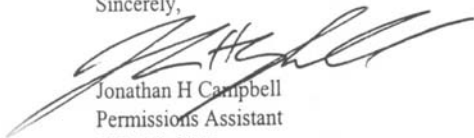
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APPENDIX L
A TECHNICAL PANEL CRITIQUE

To: Nick Rouse
 From: Kathy J. Perdue
 Date: August 16, 2000
 Subject: Review of survey instruments

Survey I

Instructions refer to “numbered circle” – there are no circles; numbers are enclosed in parentheses

The scale of 5 choices will allow the respondents to not commit – can select “neutral”

1. Question assumes participants is aware of course objectives – assumes objectives were communicated and can be recalled.
2. “helpful” in doing what? Being able to participate in the training, understanding the course material, ?
3. “useful” in doing what?
4. “appropriate” for what? Being able to learn course objectives, giving me a relaxing day away from my regular work schedule, ?
- 5.
6. Question contains several concepts – “expectations” for support from management and coworkers, my “use” of skills and knowledge, “skills and knowledge” of course
7. “were consistent” – or “assisted in learning”
8. “active participation” as opposed to “inactive participation” – redundant?
- 9.
10. “effective” at what – very broad statement

Comments: Potential additions, deletions or changes – more consistent than “Likes, dislikes, and potential changes)

Learning (Survey II) (Version I)

Instructions: meaning of “other group”? Can’t understand definition of minority without understand the intended meaning of “majority” – not clear

- 1.
2. Referring to “Managing Diversity” in pretest lack meaning.
3. Same as #2 above; answers b & c should not be capitalized
4. Answers do not grammatically match stem
5. Need choice “d” to be consistent with other questions
6. Questions contains several concepts: “answer”, “not a reason”, “effective diversity management” and “critical issue for many organizations” – this is a lot to interpret together
7. Same as #2 above; answer “d” doesn’t indicate “where” there are a low number
8. Answer “a’ does not grammatically match the stem

Learning (Survey II) (Version II)

Instructions: - same comments as Version I

- 1.
2. “should” implies an opinion based on personal values – is this what you are interested in or are you interested in the definition provided in the training?
3. Answers b & c should not be capitalized
4. Align answer “a” with the others – “to do the right thing”
5. Change “untrue” to “false”; Is “Whites” the terminology used in diversity literature?
6. Questions contains several concepts to interpret – see Version I comment
7. ..

8. Couldn't respondents argue for more than one of these answers?

Transfer (Survey III)

Instructions: Line up a, b, & c in a vertical list

For Use scale – add word to choices: (a) Less (b) Same (c) More

1. ..
2. in tolerant – intolerant; “on part of one’s self” change to “in yourself”
3. ..
4. To “work effectively” you would need to be doing 5, 6, & 7
5. ..
6. ..
7. ..
8. This questions seems to have the definition of diversity that you need early in your survey process.
9. ..
10. Statement has compound in it: “valued and included” – you could have one and not the other
11. ..
12. Assuming “intolerant behavior” exists
13. ..

Section II: Background

1. How should respondent answer if they have taken other courses that included diversity but were not specifically diversity training?
2. Add same answer choices as in question #1
3. “Line” sounds like a manufacturing environment – what about staff?; add “(Circle one)
4. Place answers in alphabetically order – female male
5. Provide underlining area for answer - _____ years
6. Provide choice categories?
7. Will respondents know what you are looking for here?
8. Add “High School”, delete “/Technical” as it is not a degree

APPENDIX M
PRELIMINARY LEARNING MEASURE

Objectives

1. Understand the meaning of diversity.
2. Understand diversity as a business issue.
3. Develop an awareness of the impact of diversity and the importance of leveraging it in our workplace.
4. Understand stereotypes and how they impact behavior.
5. To understand/support your company's diversity strategy and discuss ways to visibly lead its initiative.

Note: minority is defined as a racial, religious, other groups regarded as different from the group of which it is a part.

Learning (Survey II)

- 1a. The definition of “ diversity” suggested by “Managing Diversity is” _____.
 - a) absolute b) broad c) exclusive d) concerned with minorities and women only
- 1b. A definition of “diversity” should be _____.
 - a) absolute b) broad c) exclusive d) concerned with minorities and women only
- 2a. The major goal of managing diversity is the _____.
 - a) creation of a diverse workforce b) upward mobility of women and minority groups c) establishment of quality interpersonal relationships d) full utilization of all human resources

- 2b. The primary objective of managing diversity is the _____.
- a) full utilization of all human resources
 - b) creation of a diverse workforce
 - c) upward mobility of women and minority groups
 - d) establishment of quality interpersonal relationships.
- 3a. “Managing Diversity” is focused on _____.
- a) White male employees
 - b) all employees
 - c) managers
 - d) Women and minority groups
- 3b. “Managing Diversity” is intended to address the following individuals.
- a) White male employees
 - b) all employees
 - c) managers
 - d) Women and minority groups
- 4a. “Managing Diversity” maintains that ineffective diversity management is due to _____.
- a) a lack of awareness and understanding of others
 - b) a lack of presence women and minority employees
 - c) poor interpersonal relationships
 - d) a failure to realize the potential of a diverse workforce
- 4b. According to Managing Diversity, what is the cause of ineffective diversity management?
- a) poor interpersonal relationships
 - b) a lack of awareness and understanding of others
 - c) a failure to realize the potential of a diverse workforce
 - d) a low number of women and minority employees
- 5a. What is a company’s primary motivation for managing diversity?
- a) to avoid legal problems
 - b) because it is the right thing to do
 - c) to address legal problems
 - d) to gain a competitive business advantage

- 5b. _____ is the primary motivation for managing diversity for business.
- a) to avoid legal problems
 - b) because it is the right thing to do
 - c) to address legal problems
 - d) to gain a competitive business advantage
- 6a. Which one of the following is **not** a reason why effective diversity management has become a critical issue for many organizations?
- a) worldwide competition
 - b) changing demographics
 - c) a need for qualified workers
 - d) corporate social responsibility
- 6b. _____ is **not** a reason why effective diversity management has become a critical issue for many organizations?
- a) changing demographics
 - b) worldwide competition
 - c) corporate responsibility
 - d) a need for qualified workers
- 7a. A common **falsehood** is _____.
- a) cream rises to top naturally
 - b) minorities outnumber Whites in the workplace
 - c) baby-boomers are retiring in record numbers.
- 7b. Which of the following is **untrue**?
- a) creams rises to top naturally
 - b) minorities outnumber White in the workplace
 - c) baby-boomers are retiring in record numbers.
- 8a. This diversity workshop is being offered because:
- a) the workplace has changed and the pace of change is accelerating.
 - b) it is the right thing to do.
 - c) to make you a better person.
 - d) the law requires it.
- 8b. This workshop on diversity was conducted because:
- a) to make you a better person.
 - b) the law requires it.
 - c) the workplace has changed and the pace of change is accelerating.
 - d) it is the right thing to do.

APPENDIX N
PRE-PILOT LEARNING MEASURE

Diversity Quiz

(Survey II) (Version I)

For each question circle the letter of the best answer. “Minority” is defined as a racial, religious, or other group regarded as different from the majority.

1. The primary objective of managing diversity is the _____.
 - a) upward mobility of women and minority groups
 - b) creation of a diverse workforce
 - c) establishment of quality interpersonal relationships
 - d) full utilization of all human resources
2. The definition of “ diversity” suggested by “Managing Diversity is” _____.
 - a) exclusive
 - b) concerned with minorities and women only
 - c) broad
 - d) absolute
3. “Managing Diversity” is intended to address the following individuals.
 - a) managers
 - b) White male employees
 - c) Women and minority groups
 - d) all employees
4. _____ is the primary motivation for managing diversity for business.
 - a) because it is the right thing to do
 - b) to gain a competitive business advantage
 - c) to avoid legal problems
 - d) to address legal problems
5. A common **falsehood** is _____.
 - a) baby-boomers are retiring in record numbers
 - b) creams rises to the top naturally
 - c) minorities outnumber Whites in the workplace
6. _____ is **not** a reason why effective diversity management has become a critical issue for many organizations?
 - a) corporate social responsibility
 - b) changing demographics
 - c) worldwide competition
 - d) a need for qualified workers

7. “Managing Diversity” maintains that ineffective diversity management is due to _____.
- a) poor interpersonal relationships
 - b) a lack of awareness and understanding of others
 - c) a failure to realize the potential of a diverse workforce
 - d) a low number of women and minority employees
8. This diversity workshop is being offered because:
- a) to make you a better person.
 - b) it is the right thing to do.
 - c) the law requires it.
 - d) the workplace has changed and the pace of change is accelerating.

Diversity Quiz

(Survey II) (Version II)

For each question circle the letter of the best answer. “Minority” is defined as a racial, religious, or other group regarded as different from the majority.

1. The major goal of managing diversity is the _____.
 - a) upward mobility of women and minority groups
 - b) creation of a diverse workforce
 - c) establishment of quality interpersonal relationships
 - d) full utilization of all human resources
2. A definition of “diversity” should be _____.
 - a) exclusive
 - b) concerned with minorities and women only
 - c) broad
 - d) absolute
3. “Managing Diversity” is focused on _____.
 - a) managers
 - b) White male employees
 - c) Women and minority groups
 - d) all employees
4. What is a company’s primary motivation for managing diversity?
 - a) because it is the right thing to do
 - b) to gain a competitive business advantage
 - c) to avoid legal problems
 - d) to address legal problems
5. Which of the following is **untrue**?
 - a) baby-boomers are retiring in record numbers
 - b) creases rises to the top naturally
 - c) minorities outnumber Whites in the workplace
6. Which one of the following is **not** a reason why effective diversity management has become a critical issue for many organizations?
 - a) corporate social responsibility
 - b) changing demographics
 - c) worldwide competition
 - d) a need for qualified workers

7. According to *Managing Diversity*, what is the cause of ineffective diversity management?
- a) poor interpersonal relationships
 - b) a lack of awareness and understanding of others
 - c) a failure to realize the potential of a diverse workforce
 - d) a low number of women and minority employees
9. This workshop on diversity was conducted because:
- a) you require improvement as a person.
 - b) it is the right thing to do.
 - c) the law requires it.
 - d) the workplace has changed and the pace of change is accelerating.

APPENDIX O
SELF-ASSESSED LEARNING ON ONE SCALE

Learning Self-Assessment

Pre- and Post-course Self-Assessment

INSTRUCTIONS: This section asks for your honest assessment of what you knew about each topic before the course and what you know about it following the course. (Be assured that the confidentiality of your responses is guaranteed.) Please circle only one response for each item using the scale rating of 1 = *poor* to 6 = *excellent*.

	Before taking this diversity course my ability:	After taking this diversity course my ability:
	poor good excellent	poor good excellent
1. To respect other people's ways, backgrounds, and values was...	1 2 3 4 5 6	1 2 3 4 5 6
2. To communicate respect for other people's ways, backgrounds, and values was...	1 2 3 4 5 6	1 2 3 4 5 6
3. To recognize cultural stereotyping and bias toward race, gender, ethnicity, and other differences was...	1 2 3 4 5 6	1 2 3 4 5 6
4. To articulate concrete examples of the impact that bias and stereotyping have on individual effectiveness was...	1 2 3 4 5 6	1 2 3 4 5 6
5. To articulate concrete examples of the impact that bias and stereotyping have on organizational effectiveness was.	1 2 3 4 5 6	1 2 3 4 5 6

	poor	good	excellent		poor	good	excellent					
6. To identify discriminatory attitudes was...	1	2	3	4	5	6	1	2	3	4	5	6
7. To overcome discriminatory attitudes by treating others as individuals was...	1	2	3	4	5	6	1	2	3	4	5	6
8. To identify the individual costs of using discriminatory attitudes was...	1	2	3	4	5	6	1	2	3	4	5	6
9. To identify the organizational costs of using discriminatory attitudes was...	1	2	3	4	5	6	1	2	3	4	5	6
10. To identify demographic trends that have a strong affect on the quality of worker life was...	1	2	3	4	5	6	1	2	3	4	5	6
11. To describe how discriminatory attitudes impact organizational effectiveness was...	1	2	3	4	5	6	1	2	3	4	5	6
12. To identify the changes that need to be made in my workplace to create a more inclusive environment was...	1	2	3	4	5	6	1	2	3	4	5	6
13. To describe how discriminatory attitudes impact individual effectiveness was...	1	2	3	4	5	6	1	2	3	4	5	6
14. To recite a definition of diversity was...	1	2	3	4	5	6	1	2	3	4	5	6

APPENDIX P
SELF-ASSESSED LEARNING ON TWO SCALES

SECTION TWO

Learning Survey

INSTRUCTIONS: This section asks for your honest assessment of what you knew about each topic before the course. Please circle only one response for each item using the scale rating of **1 = poor to 6 = excellent**.

BEFORE TAKING THIS DIVERSITY COURSE:

- | | Poor | <-----> | | | | Excellent |
|--|-------------|---------|---|---|---|------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. My ability to respect other people's customs, backgrounds, and values that are different from my own was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My ability to speak comfortably about diversity issues was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. My ability to identify discriminatory attitudes in myself was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. My ability to identify discriminatory attitudes in others was... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My ability to control or change my own discriminatory attitudes was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. My ability to control or change discriminatory attitudes in others was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. My ability to identify how discriminatory behavior affects the career of the person discriminating was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. My ability to identify how discriminatory behavior affects the victim of discrimination was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. My ability to identify how discriminatory behavior affects the organization was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My ability identify demographic trends that have a strong effect on the quality of worker life was..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. My ability to identify how to change my workplace in order to create a more inclusive environment was..... | 1 | 2 | 3 | 4 | 5 | 6 |

SECTION THREE

Learning Survey

INSTRUCTIONS: This section asks for your honest assessment of what you know about each topic after the course. **Please do not look back at the previous survey.** Please circle only one response for each item using the scale rating of **1 = poor to 6 = excellent.**

NOW THAT I HAVE TAKEN THIS COURSE:

- | | Poor | <-----> | | | | Excellent |
|---|-------------|----------------------|---|---|---|------------------|
| 1. My ability to respect other people's customs, backgrounds, and values that are different from my own is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My ability to speak comfortably about diversity issues is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. My ability to identify discriminatory attitudes in myself is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. My ability to identify discriminatory attitudes in others is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My ability to control or change my own discriminatory attitudes is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. My ability to control or change discriminatory attitudes in others is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. My ability to identify how discriminatory behavior affects the career of the person doing it is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. My ability to identify how discriminatory behavior affects the victim of discrimination is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. My ability to identify how discriminatory behavior affects the organization is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My ability to identify demographic trends that have a strong effect on the quality of worker life is..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. My ability to identify how to change my workplace in order to create a more inclusive environment is..... | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX Q

INITIAL ITEM POOL FOR TRANSFER MEASURE

Initial item pool

Research question three:

To what extent did they use the things they learned on the job?

1. Ability to practice objectivity (Wheeler, 1994)
2. Ability to change personal/individual behavior (Wheeler, 1994)
3. Ability to analyze unique situations (Wheeler, 1994)
4. Ability to listen to others (Wheeler, 1994)
5. Ability to communicate with others who are different (Wheeler, 1994)
6. Ability to build teams (Wheeler, 1994)
7. Ability to resolve conflict constructively (Wheeler, 1994)
8. Ability to recognize situations of harassment or discrimination and prejudice (Wheeler, 1994)
9. Inclusive (Wheeler, 1994)
10. Open (Wheeler, 1994)
11. Empathetic (Wheeler, 1994)
12. Willingness to develop and continue the diversity dialogue (Wheeler, 1994)
13. Create an inclusive work environment where individuals are treated fairly (Keller, Young and Riley, 1996)
14. Display sensitivity for cultural diversity, race, gender, and other individual differences in the workplace (Keller, Young and Riley, 1996)
15. Encourage and facilitate cooperation, pride, trust, and group identity (Keller, Young and Riley, 1996)
16. Ensure that all staff are appropriately utilized and developed (Keller, Young and Riley, 1996)

17. Analyze diverse viewpoints to make planning decisions and solve work problems
(Keller, Young and Riley, 1996)
18. Works effectively with people of different races, gender and sexual orientation
(Keller, Young and Riley, 1996)
19. Avoids offending others with backgrounds different from his or her own (Keller, Young and Riley, 1996)
20. Combats prejudice and discrimination in whatever form it takes (Keller, Young and Riley, 1996)
21. Response sensitively to ideas and behaviors that differ for the dominant culture
(Keller, Young and Riley, 1996)
22. Is an influential leader against bias and for core values (Keller, Young and Riley, 1996)
23. Effective at creating understanding and cooperation among different kinds of people
(Keller, Young and Riley, 1996)
24. Gives everyone the same opportunities, regardless of race, age, gender, religion, disability, color, or sexual orientation (Keller, Young and Riley, 1996)
25. Effectively challenges thinking or behavior and can help the prejudiced person change (Keller, Young and Riley, 1996)
26. Resolves conflicts with people of different races, gender, and sexual orientation in a sensitive and effective way (Keller, Young and Riley, 1996)
27. Adapt my behavior to the learning styles of culturally diverse groups (Keller, Young and Riley, 1996)

28. Value and encourage open communication, input, opinions, and ideas from others
(Keller, Young & Riley, 1996)
29. Conduct team-building activities where group members get to know one another
(Keller, Young and Riley, 1996)
30. Encourage teamwork and move toward rewarding team and cross-organizational,
rather than the individual, efforts (Keller, Young and Riley, 1996)
31. Model trust, openness, fairness, and respect for the individual in daily behavior
(Keller, Young and Riley, 1996)
32. Recognize that the organization has an ethical relationship with each individual
employee (Keller, Young and Riley, 1996)
33. Encourages pride, trust, and group identity (Keller, Young and Riley, 1996)
34. Treats people fairly and equitably (Keller, Young and Riley, 1996)
35. Values and capitalizes on team's diverse skills and backgrounds (Keller, Young &
Riley, 1996)
36. Advocates diversity as a way to achieve a effective work force (Keller, Young and
Riley, 1996)
37. Recognizes team's diverse problems and takes action to resolve them (Keller, Young
& Riley, 1996)
38. Actively solicits and responds to diversity issues (Keller, Young and Riley, 1996)
39. Confronts racist, sexist, and insensitive behavior (Keller, Young & Riley,
1996)Clearly communicates and demonstrates diversity expectations to others
(Keller, Young & Riley, 1996)
41. Proactively gives and accepts balanced feedback (Keller, Young and Riley, 1996)

42. Seeks opportunities to volunteer for diversity skill development and encourages others to do the same (Keller, Young & Riley, 1996)
43. Create an inclusive work environment where individuals are treated fairly (Hubbard, 1997)
44. Analyze diverse viewpoints to make planning decisions and solve work problems (Hubbard, 1997)
45. Values open communication, input, opinions and ideas from others (Hubbard, 1997)
46. Model trust, openness, fairness, and respect for the individual in daily behavior (Hubbard, 1997)
47. Works effectively with people of different races, gender, and sexual orientation (Hubbard, 1997)
48. Combats prejudice and discrimination (Hubbard, 1997)
49. Responds sensitively to ideas or behaviors that differ from those of the dominant culture (Hubbard, 1997)
50. Creates a climate in which everyone is respected and treated fairly regardless of race, age, gender, disability, color, or sexual orientation (Hubbard, 1997)
51. Encourages pride, trust and group identity (Hubbard, 1997)
52. The company will provide a work environment that supports diversity (Mueller, 1996)
52. Treats people fairly and equitably (Hubbard, 1997)
53. Values and capitalizes on team's diverse skills and backgrounds (Hubbard, 1997)
55. Employees will recognize and respect each other's differences (Mueller, 1996)
56. Eliminate offensive jokes and language (Mueller, 1996)

57. Employees will seek and nurture different perspectives (Mueller, 1996)
58. Employees will be intolerant of behaviors in the workplace that are inconsistent with the objectives of equal opportunity and building of a diverse workforce (Mueller, 1996)
58. Giving and receiving non-evaluative, descriptive feedback (Argyris, 1962; Kandola & Fullerton, 1996)
59. Accept, understand, respect, and celebrate our differences (Mueller, 1996)
60. Owning and helping others to own, values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
62. Openness to new values, attitudes and feelings as well as helping others to develop their own degree of openness (Argyris, 1962; Kandola & Fullerton, 1996)
63. Experimenting and helping others to do the same with new values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
64. Taking risk with new values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
65. Clarify the objectives and ensure that processes are developed to meet them effectively (Kandola & Fullerton, 1996)
66. Make opportunities to learn more about their backgrounds, about activities that may be involved in, their home life (Kandola & Fullerton, 1996)
67. Managers should spend time with individuals and ensure that they feel valued (Kandola & Fullerton, 1996)
68. Managers should look at the way they develop their staff and examine the extent to which they are giving all their staff opportunities (Kandola & Fullerton, 1996)

69. Act as a role model (Kandola & Fullerton, 1996)
70. Modeling behavior that embodies the organization's values (Hayles & Russell, 1997)
71. Create an environment in which all people feel valued and respected (Hayles & Russell, 1997)
72. Engaging in self-exploration and self-assessment of one's own attitudes and feeling about diversity (Hayles & Russell, 1997)
73. Creating a personal opportunities to built experiences and build relationships with others who are different from oneself (Hayles & Russell, 1997)
74. Nurture open, honest, and ongoing dialogue about diversity issues (Hayles & Russell, 1997)
75. Treat people with respect and dignity (Wheeler, 1996)
76. Fairness (Wheeler, 1996)
77. Sensitivity to differences (Wheeler, 1996)
78. Flexibility (Wheeler, 1996)
79. Encouragement of contributions from all employees (Wheeler, 1996)
80. Does not play favorites (Wheeler, 1996)
81. Accept employees who are different, in terms of who they are and how they think (Wheeler, 1996)
82. Treat individuals at all levels with dignity and respect (Wheeler, 1996)
83. Will recognize, value, and respect the individual, social, and cultural differences (Wheeler, 1996)
84. Take the time to expand comfort level with employees of different styles and cultural backgrounds (Wheeler, 1996)

85. Provide needed experience and knowledge equitably to individuals, and resist providing unfair advantage to certain individuals (Wheeler, 1996)
86. Identify and acknowledge my own contributions to personal prejudices and stereotypes and take appropriate action to correct them (Wheeler, 1996)
87. Model behavior (Wheeler, 1996)
88. Understand, communicate, and demonstrate commitment to the company's diversity philosophy (Wheeler, 1996)
89. Objectively value different perspectives (Wheeler, 1996)
90. Effectively manages people who are different (AMID)
91. Does not devalue individuals because of differences (AMID)
92. Makes newcomers feel welcome and included (AMID)
93. Open to ideas regardless of sources (AMID)
94. Utilizes a variety of ways to solicit input (AMID)
95. Everyone who wants to do so is able to speak up in meetings (AMID)
96. Exhibit an orientation toward inclusion instead of exclusion (AMID)
97. People are truly empowered; individual accountability is matched by their access to resources, information, and autonomy (AMID)
98. Collaboration, not competition, is the basis for interaction; office politics is kept to a minimal (AMID)
99. Managers are themselves facilitators, not doers (AMID)
100. Providing performance feedback and coaching to someone who is not like you, and whose cultural norms result in different reactions to the experience (Baytos, 1995)

101. Developing effective teams comprised of a mixture of ethnicities, genders, age, and culture (Baytos, 1995)
102. Resolving and avoiding conflicts that arise from different cultural expectations and use of language (Baytos, 1995)
103. Rewarding behaviors in a culturally sensitive way (Baytos, 1995)
104. Determining performance standards for advancement that focus on what gets done while minimizing the influence of the individual's characteristics in the evaluation process (Baytos, 1995)
105. Organizing people from different backgrounds and different skills to generate creative solutions to the work challenges the groups faces (Baytos, 1995)
106. Communication sensitivity when the other party has a primary language other than English (Baytos, 1995)
107. Discuss diversity-related issues (Baytos, 1995)
108. Managers need to close any "say/do" gap and align rhetoric with action (Baytos, 1995)
109. Promote tolerance (Carr-ruffino, 1995)
110. Be a role model of respect and appreciation (Carr-ruffino, 1995)
111. Value empathy (Carr-ruffino, 1995)
112. Promote trust and goodwill (Carr-ruffino, 1995)
113. Encourage collaboration (Carr-ruffino, 1995)
114. Work toward synthesis (Carr-ruffino, 1995)
115. Create synergy (Carr-ruffino, 1995)
116. Change attitudes and behavior toward people who are different (Winterle, 1992)

117. Communicate the business reasons for managing diversity (Winterle, 1992)
118. Develop a common language to discuss diversity (Winterle, 1992)
119. Differentiate diversity from affirmative action (Winterle, 1992)
120. Lead and develop people with diverse backgrounds (Winterle, 1992)
121. Better mentoring skills (Burkart, 1999)
122. Increased support of subordinated groups (Burkart, 1999)
123. Provide diversity training on an ongoing basis (internal consultants) (Burkart, 1999)
124. Manage discretionary power in personnel selection and review performance (leaders) (Burkart, 1999)
125. Review culture to identify norms that benefit one group while holding one back (Burkart, 1999)

APPENDIX R
SECOND ITEM POOL FOR TRANSFER MEASURE

Second Item Pool

Use: Participants (trainees) have transferred their newly learned knowledge, skills, and values to job setting.

1. Practices objectivity (Wheeler, 1994)
2. Changes personal/individual behavior (Wheeler, 1994)
3. Analyzes unique situations (Wheeler, 1994)
4. Listens to others (Wheeler, 1994)
5. Communicates with others who are different (Wheeler, 1994)
6. Builds teams (Wheeler, 1994)
7. Resolves conflicts constructively (Wheeler, 1994)
8. Recognizes situations of harassment or discrimination and prejudice (Wheeler, 1994)
9. Demonstrates inclusiveness (Wheeler, 1994)
10. Demonstrates openness (Wheeler, 1994)
11. Demonstrates empathy (Wheeler, 1994)
12. Develops and continues the diversity dialogue (Wheeler, 1994)
13. Creates an inclusive work environment where individuals are treated fairly (Keller, Young and Riley, 1996)
14. Displays sensitivity for cultural diversity, race, gender, and other individual differences in the workplace (Keller, Young and Riley, 1996)
15. Encourages and facilitates cooperation, pride, trust, and group identity (Keller, Young and Riley, 1996)
16. Ensures that all staff are appropriately utilized and developed (Keller, Young and Riley, 1996)

17. Analyzes diverse viewpoints to make planning decisions and solve work problems
(Keller, Young and Riley, 1996)
18. Works effectively with people of different races, gender and sexual orientation
(Keller, Young and Riley, 1996)
19. Avoids offending others with backgrounds different from his or her own (Keller,
Young and Riley, 1996)
20. Combats prejudice and discrimination in whatever form it takes (Keller, Young and
Riley, 1996)
21. Responds sensitively to ideas and behaviors that differ for the dominant culture
(Keller, Young and Riley, 1996)
22. Is an influential leader against bias and for core values (Keller, Young and Riley,
1996)
23. Creates understanding and cooperation among different kinds of people (Keller,
Young and Riley, 1996)
24. Gives everyone the same opportunities, regardless of race, age, gender, religion,
disability, color, or sexual orientation (Keller, Young and Riley, 1996)
25. Effectively challenges thinking or behavior and can help the prejudiced person
change (Keller, Young and Riley, 1996)
26. Resolves conflicts with people of different races, gender, and sexual orientation in a
sensitive and effective way (Keller, Young and Riley, 1996)
27. Adapts his or her behavior to the learning styles of culturally diverse groups (Keller,
Young and Riley, 1996)

28. Values and encourages open communication, input, opinions, and ideas from others
(Keller, Young & Riley, 1996)
29. Conducts team-building activities where group members get to know one another
(Keller, Young and Riley, 1996)
30. Encourages teamwork and move toward rewarding team and cross-organizational,
rather than the individual, efforts (Keller, Young and Riley, 1996)
31. Models trust, openness, fairness, and respect for the individual in daily behavior
(Keller, Young and Riley, 1996)
32. Recognizes that the organization has an ethical relationship with each individual
employee (Keller, Young and Riley, 1996)
33. Encourages pride, trust, and group identity (Keller, Young and Riley, 1996)Treats
people fairly and equitably (Keller, Young and Riley, 1996)Values and capitalizes on
team's diverse skills and backgrounds (Keller, Young & Riley, 1996)
36. Advocates diversity as a way to achieve an effective work force (Keller, Young and
Riley, 1996)Recognizes team's diverse problems and takes action to resolve them
(Keller, Young & Riley, 1996)
38. Actively solicits and responds to diversity issues (Keller, Young and Riley, 1996)
39. Confronts racist, sexist, and insensitive behavior (Keller, Young & Riley,
1996)Clearly communicates and demonstrates diversity expectations to others
(Keller, Young & Riley, 1996)
41. Proactively gives and accepts balanced feedback (Keller, Young and Riley, 1996)

42. Seeks opportunities to volunteer for diversity skill development and encourages others to do the same (Keller, Young & Riley, 1996)Creates an inclusive work environment where individuals are treated fairly (Hubbard, 1997)
44. Analyzes diverse viewpoints to make planning decisions and solve work problems (Hubbard, 1997)
45. Values open communication, input, opinions and ideas from others (Hubbard, 1997)
46. Models trust, openness, fairness, and respect for the individual in daily behavior (Hubbard, 1997)
47. Works effectively with people of different races, gender, and sexual orientation (Hubbard, 1997)
48. Combats prejudice and discrimination (Hubbard, 1997)
49. Responds sensitively to ideas or behaviors that differ from those of the dominant culture (Hubbard, 1997) Creates a climate in which everyone is respected and treated fairly regardless of race, age, gender, disability, color, or sexual orientation (Hubbard, 1997)
51. Encourages pride, trust and group identity (Hubbard, 1997)52. The company provides a work environment that supports diversity (Mueller, 1996)Treats people fairly and equitably (Hubbard, 1997)
54. Values and capitalizes on team's diverse skills and backgrounds (Hubbard, 1997)55. Employees recognize and respect each other's differences (Mueller, 1996)
56. Eliminates offensive jokes and language (Mueller, 1996)
57. Employees seek and nurture different perspectives (Mueller, 1996)
58. Employees are intolerant of behaviors in the workplace that are inconsistent with

- the objectives of equal opportunity and building of a diverse workforce (Mueller, 1996)
55. Gives and receives non-evaluative, descriptive feedback (Argyris, 1962; Kandola & Fullerton, 1996)
 56. Accepts, understands, respects, and celebrates our differences (Mueller, 1996)
 61. Owns and helps others to own, values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
 62. Open to new values, attitudes and feelings as well as helping others to develop their own degree of openness (Argyris, 1962; Kandola & Fullerton, 1996)
 63. Experiments and helps others to do the same with new values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
 64. Takes risks with new values, attitudes, ideas and feelings (Argyris, 1962; Kandola & Fullerton, 1996)
 65. Clarifies the objectives and ensures that processes are developed to meet them effectively (Kandola & Fullerton, 1996)
 66. Makes opportunities to learn more about their backgrounds, about activities that may be involved in, their home life (Kandola & Fullerton, 1996)
 67. Managers spend time with individuals to ensure that they feel valued (Kandola & Fullerton, 1996)
 68. Managers look at the way they develop their staff and examine the extent to which they are giving all their staff opportunities (Kandola & Fullerton, 1996)
 69. Acts as a role model (Kandola & Fullerton, 1996)
 70. Models behavior that embodies the organization's values (Hayles & Russell, 1997)

71. Creates an environment in which all people feel valued and respected (Hayles & Russell, 1997)
72. Engages in self-exploration and self-assessment of one's own attitudes and feeling about diversity (Hayles & Russell, 1997)
73. Creates a personal opportunities to built experiences and build relationships with others who are different from oneself (Hayles & Russell, 1997)
74. Nurtures open, honest, and ongoing dialogue about diversity issues (Hayles & Russell, 1997)
75. Treats people with respect and dignity (Wheeler, 1996)
76. Demonstrates fairness (Wheeler, 1996)
77. Demonstrates sensitivity to differences (Wheeler, 1996)
78. Demonstrates flexibility (Wheeler, 1996)
79. Encourages contributions from all employees (Wheeler, 1996)
80. Does not play favorites (Wheeler, 1996)
81. Accepts employees who are different, in terms of who they are and how they think (Wheeler, 1996)
82. Treats individuals at all levels with dignity and respect (Wheeler, 1996)
83. Recognizes, values, and respects the individual, social, and cultural differences (Wheeler, 1996)
84. Takes the time to expand comfort level with employees of different styles and cultural backgrounds (Wheeler, 1996)
85. Provides needed experience and knowledge equitably to individuals, and resist providing unfair advantage is to certain individuals (Wheeler, 1996)

86. Identifies and acknowledges his or her own contributions to personal prejudices and stereotypes and take appropriate action to correct them (Wheeler, 1996)
87. Models behavior (Wheeler, 1996)
88. Understands, communicates, and demonstrates commitment to the company's diversity philosophy (Wheeler, 1996)
89. Objectively values different perspectives (Wheeler, 1996)
90. Effectively manages people who are different (AMID)
91. Does not devalue individuals because of differences (AMID)
92. Makes newcomers feel welcome and included (AMID)
93. Exhibits an openness to ideas regardless of sources (AMID)
94. Utilizes a variety of ways to solicit input (AMID)
95. Everyone who wants to do so speaks up in meetings (AMID)
96. Exhibits an orientation toward inclusion instead of exclusion (AMID)
97. People are truly empowered; individual accountability is matched by their access to resources, information, and autonomy (AMID)
98. Collaboration, not competition, is the basis for interaction; office politics is kept that at a minimum (AMID)
99. Managers are facilitators, not doers (AMID)
100. Provides performance feedback and coaching to someone who is not like you, and whose cultural norms result in different reactions to the experience (Baytos, 1995)
101. Develops effective teams comprised of a mixture of ethnicities, genders, age, and culture (Baytos, 1995)

102. Resolving and avoiding conflicts that arise from different cultural expectations and use of language (Baytos, 1995)
103. Rewards behaviors in a culturally sensitive way (Baytos, 1995)
104. Determines performance standards for advancement that focus on what gets done while minimizing the influence of the individual's characteristics in the evaluation process (Baytos, 1995)
105. Organizes people from different backgrounds and different skills to generate creative solutions to the work challenges the groups faces (Baytos, 1995)
106. Demonstrates communication sensitivity when the other party has a primary language other than English (Baytos, 1995)
107. Discusses diversity-related issues (Baytos, 1995)
108. Mangers close any "say/do" gap and align rhetoric with action (Baytos, 1995)
109. Promotes tolerance (Carr-ruffino, 1995)
110. Is a role model of respect and appreciation (Carr-ruffino, 1995)
111. Values empathy (Carr-ruffino, 1995)
112. Promotes trust and goodwill (Carr-ruffino, 1995)
113. Encourages collaboration (Carr-ruffino, 1995)
114. Works toward synthesis (Carr-ruffino, 1995)
115. Creates synergy (Carr-ruffino, 1995)
116. Changes attitudes and behavior toward people who are different (Winterle, 1992)
117. Communicates the business reasons for managing diversity (Winterle, 1992)
118. Develops a common language to discuss diversity (Winterle, 1992)
119. Differentiates diversity from affirmative action (Winterle, 1992)

120. Leads and develops people with diverse backgrounds (Winterle, 1992)
121. Demonstrates better mentoring skills (Burkart, 1999)
122. Increases support of subordinated groups (Burkart, 1999)
123. Provides diversity training on an ongoing basis (internal consultants) (Burkart, 1999)
124. Manages discretionary power in personnel selection and review performance (leaders) (Burkart, 1999)
125. Reviews structure to identify norms that benefit one group while holding one back (Burkart, 1999)

APPENDIX S

THIRD ITEM POOL FOR TRANSFER MEASURE

Third Item Pool

(Underlined items will be deleted)

1. Practices objectivity
41. Proactively gives and accepts balanced feedback
59. Gives and receives non-evaluative, descriptive feedback

6. Builds teams
29. Conducts team-building activities where group members get to know one another
30. Encourages teamwork and move toward rewarding team and cross- organizational, rather than the individual, efforts
35. Values and capitalizes on team's diverse skills and backgrounds
37. Recognizes team's diverse problems and takes action to resolve them
54. Values and capitalizes on team's diverse skills and backgrounds
101. Develops effective teams comprised of a mixture of ethnicities, genders, age and culture
105. Organizes people from different backgrounds and different skills to generate creative solutions to work challenges the group faces.

114. Works toward synthesis
115. Creates synergy

7. Resolves conflict constructively
26. Resolves conflicts with people of different races, gender, and sexual orientation in a sensitive and effective way
102. Resolves and avoids conflicts that arise from different cultural expectations and use of language

4. Listens to others
5. Ability to communicate with others who are different
27. Adapts his or her behavior to the learning styles of culturally diverse groups
28. Values and encourages open communication, input, opinions, and ideas from others
45. Values open communication, input, opinions and ideas from others
57. Employees seek and nurture different perspectives
79. Encourages contributions from all employees
89. Objectively values different perspectives
94. Utilizes a variety of ways to solicit input
95. Everyone who wants to do so speaks up in meetings
106. Demonstrates communication sensitivity when the other party has a primary language other than English

10. Demonstrates openness
62. Open to new values, attitudes and feelings as well as helping others to develop their own degree of openness
93. Exhibits an openness to ideas regardless of sources

- 12. Willingness to develop and continue the diversity dialogue
- 38. Actively solicits and responds to diversity issues
- 74. Nurtures open, honest, and ongoing dialogue about diversity issues
- 107. Discusses diversity-related issues

- 118. Develops a common language to discuss diversity

- 31. Models trust, openness, fairness, and respect for the individual in daily behavior
- 46. Models trust, openness, fairness, and respect for the individual in daily behavior
- 69. Acts as a role model
- 70. Models behavior that embodies the organization' s values
- 87. Models behavior
- 108. Managers close any "say/do" gap and align rhetoric with action
- 110. Is a role model of respect and appreciation

- 8. Recognizes situations of harassment or discrimination and prejudice
- 20. Combats prejudice in whatever form it takes
- 22. Is an influential leader against bias and for core values
- 25. Effectively challenges thinking or behavior and help the prejudices person change
- 39. Confronts racist, sexist, and insensitive behavior
- 48. Combats prejudice and discrimination
- 109. Promotes tolerance

- 9. Demonstrates inclusiveness
- 13. Creates an inclusive work environment where individuals are treated fairly
- 43. Creates an inclusive work environment where individuals are treated fairly
- 50. Creates a climate in which everyone is respected and treated fairly regardless of race, age, gender, disability, color, or sexual orientation
- 75. Treats people with respect and dignity
- 82. Treats individuals at all levels with dignity and respect
- 83. Recognizes, values, and respects the individual, social, and cultural differences
- 88. Creates an environment in which all people feel valued and respected
- 96. Exhibits an orientation toward inclusion instead of exclusion

- 44. Displays sensitivity for cultural diversity, race, gender, and other individual differences in the workplace
- 19. Avoids offending others with backgrounds different from his or her own
- 21. Responds sensitively to ideas and behaviors that differ from the dominant culture
- 49. Responds sensitively to ideas or behaviors that differ from the dominant culture
- 77. Demonstrates sensitivity to differences

- 15. Encourages and facilitates cooperation, pride, trust, and group identity
- 33. Encourages pride, trust, and group identity

- 51. Encourages pride, trust, and group identity

- 18. Works effectively with people of different races, gender, and sexual orientation
- 47. Works effectively with people of different races, gender, and sexual orientation
- 90. Effectively manages people who are different

- 120. Leads and develops people with diverse backgrounds

- 16. Ensures that all staff are appropriately utilized and developed
- 24. Gives everyone the same opportunities, regardless of race, age, gender, religion, disability, color, or sexual orientation
- 68. Managers look at the way they develop their staff and examine the extent to which they are giving all their opportunities
- 80. Does not play favorites
- 85. Provides needed experience and knowledge equitably to individuals, and resists providing unfair advantages to certain individuals

- 34. Treats people fairly and equitably
- 53. Treats people fairly and equitably
- 76. Demonstrates fairness

- 61. Owns and helps others to own, values, attitudes, ideas and feelings
- 63. Experiments and helps others to do the same with new values, attitudes, ideas and feelings
- 64. Takes risk with new values, attitudes, ideas and feelings
- 72. Engages in self-exploration in which and self-assessment of one's own attitudes and

feelings about diversity

- 86. Identifies and acknowledges his or her own contributions to personal prejudices and stereotypes and take appropriate action to correct them
- 116. Changes attitudes and behavior toward people who are different
- 66. Makes opportunities to learn more about their backgrounds, about activities that they may be involved in, their home life
- 73. Creates personal opportunities to build experiences and build relationships with others who are different from oneself
- 84. Takes time to expand comfort level with employees of different styles and cultural backgrounds
- 11. Demonstrates empathy
- 111. Values empathy
- 3. Analyzes unique situations
- 17. Analyzes diverse viewpoints to make planning decisions and work problems
- 44. Analyzes diverse viewpoints to make planning decisions and work problems
- 23. Creates understanding and cooperation among different kinds of people

- 98. Collaboration, not competition, is the basis for interaction; office politics is kept to a minimum
- 113. Encourages collaboration
- 100. Provides performance feedback and coaching to someone who is not like you, and whose cultural norms result in different reactions to the experience
- 104. Determines performance standards for advancement that focus on what gets done while minimizing the influence of the individual's characteristics in the evaluation
- 124. Manages discretionary power in personnel selection and review performance (leaders)
- 40. Clearly communicates and demonstrates diversity expectations to others
- 65. Clarifies the objectives and ensures that processes are developed to meet them effectively
- 88. Understands, communicates, and demonstrates commitment to the company's diversity philosophy
- 67. Managers spend time with individuals to ensure that they feel valued
- 92. Makes newcomers feel welcome and included
- 55. Employees recognize and respect each other's differences
- 60. Accepts, understands, respects, and celebrates our differences
- 81. Accepts employees who are different, in terms of who they are and how they think

- 56. Eliminates offensive jokes and language
- 58. Employees are intolerant of behaviors in the workplace that are inconsistent with the objectives of equal opportunity and building a diverse workforce
- 91. Does not devalue individuals because of differences

- 117. Communicates the business reasons for managing diversity
- 119. Differentiates diversity from affirmative action
- 125. Reviews structure to identify norms that benefit one group while holding one back

Individual items (slated for deletion)

- 2. Changes personal/individual behavior

- 32. Recognizes that the organization has an ethical relationship with each individual in daily behavior

- 35. Advocates diversity as a way to achieve an effective workforce

- 40. Seeks opportunities to volunteer for diversity skill development and encourages others to do the same

- 52. The company provides a work environment that supports diversity

- 78. Demonstrates flexibility

- 97. People are truly empowered; individual accountability is matched by their access to resources, information, and autonomy

- 99. Managers are facilitators, not doers

- 103. Rewards behaviors in a culturally sensitive way

- 112. Promotes trust and goodwill

- 121. Demonstrates better mentoring skills

- 122. Increases support of subordinated groups

- 123. Provides diversity training on an ongoing basis (internal consultants)

APPENDIX T
INITIAL TRANSFER ITEMS

Transfer of Training (Survey III)

Instructions:

For each item indicate your use of the following skills. The numbers indicate the following values: (a)- less than before I took the diversity course; (b)- same as before I took the diversity course; (c)- more than before I took the course.

Use

- | | |
|-------------|---|
| (a) (b) (c) | 1. Recognize sexist and insensitive behavior on the part of others. |
| (a) (b) (c) | 2. Recognize in tolerant behavior on the part of one's self. |
| (a) (b) (c) | 3. Display sensitivity to other people's differences in the workplace. |
| (a) (b) (c) | 4. Work effectively with people who are different from you. |
| (a) (b) (c) | 5. Value input and ideas from others who are different from you. |
| (a) (b) (c) | 6. Seek input and ideas from others who are different from you. |
| (a) (b) (c) | 7. Encourage cooperation between people with diverse backgrounds. |
| (a) (b) (c) | 8. Treat others fairly regardless of race, gender or personal characteristics. |
| (a) (b) (c) | 9. Made an effort to expand your comfort level with others who are different from you. |
| (a) (b) (c) | 10. Made an effort to ensure those individuals who are different from you feel valued and included. |
| (a) (b) (c) | 11. Confront racist, sexist, and other insensitive behavior on the part of others. |

- (a) (b) (c) 12. Begin to eliminate intolerant behavior on the part of one' self.
- (a) (b) (c) 13. Communicate the business reasons for effectively managing diversity.

APPENDIX U
BACKGROUND VARIABLES

Section II: Background

1. Have you ever taken another course on diversity? (Circle one.) yes no
2. Are you required to take this course?
3. What is your position? Line Middle Management Senior Management
4. What is your gender? (Circle one.) male female
5. What is your age?
6. What is your race?
7. What is your nationality?
8. What is your highest degree of education? Associate/Technical Bachelors Masters
Doctorate Other

APPENDIX V
CONTACT LETTER

June 30, 2000

In reply to: Our Conversation on June 30, 2000

Mr. Velasquez

President
The Diversity Training Group
692 Pine Street
Herdon, Virginia 20170

Dear Mr. Velasquez:

Subject: Dissertation study

Further to our conversation on June 30, 2000, the following is my tender for conducting a research study with the aid of the Diversity Training Group (DTG). The investigation I propose will involve a short pilot and a primary study. I hope to conduct the pilot this summer and primary study this fall. In both cases I would like to conduct a short presentation before each course to indicate why my study is important.

The pilot study will involve validating the instruments I will develop. I would like to involve to approximately forty attendees. I would also like to involve DTG staff and administrators in the validation of a knowledge instrument.

The primary study is not designed to determine if diversity training works. Rather, I am trying to find out to what extent it works and in what ways. I would like to involve as many attendees as possible. I will need at least fifty to return a mailed survey.

There will be three separate research instruments corresponding to each research question. I will discuss each in turn below.

1. *To what extent were participants satisfied with the diversity they received?* After reviewing several instruments measuring satisfaction, I have received approval to use Keller, Riley and Young's model. I would like to give it immediately upon completion of the course.
2. *To what extent did knowledge and skills increase as result of diversity training?* The knowledge instrument is under development. However, it will be designed around the course objectives for the course. I would like to give it in a pre- and post- manner. The participants will be asked to respond to one version of the instrument before the course, at which time I would also like to obtain some demographic data. All demographic data will be coded for tracking purposes and confidentiality. The participants will be asked to respond to a parallel second version after the course when they respond to the satisfaction measure.
3. *To what extent did they (participants) use the things they learned on the job?* The transfer instrument is also under development. I would like to mail this instrument approximately one month after the course is completed.

You can be assured that this research study will be University of Georgia sponsored, confidential and unbiased. Upon completion of the study, DTG is welcome to take possession of any or all of the instruments. If the information I have provided has not addressed all of your concerns or questions, I am available at your convenience for further discussion. My phone number is (706) 543-8222 and my e-mail is nrouse@arches.uga.edu My address is 110 Rogers Road (N-102) Athens, GA 30605.

Finally, please send me something in writing indicating that my study may be conducted with the assistance of your organization and the course objectives, so I may complete the second instrument. I will make

myself available to assist your organization as much as possible. I would like thank you in advance for your assistance in this matter

Sincerely,

Donald Rouse (Nick)
Graduate student
University of Georgia

Thomas Valentine
Associate professor
University of Georgia

NR

APPENDIX W
MEMO OF UNDERSTANDING

Appendix G: Memo of Understanding and Appreciation

Mauricio Velasquez, President
Diversity Training Group
692 Pine Street
Herndon, Virginia 20170

Dear Mauricio,

I would like to personally thank you for assisting me in my research. You have provided and continue to provide much valued material and experience. Updating two of DTG's documents related to my topic, is by no means equal compensation for assistance you are providing. I look forward to observing other training sessions around the country, before conducting a pilot study in Phoenix, Arizona on August 23 and 24, 2000. Finally, I look forward to conducting the actual study in the fall of 2000 at the National Wildlife Federation. Once again, thank you for everything.

Yours truly,

Nick Rouse