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**THE UTILITY OF DIVERSITY TRAINING IN THE NEW MILLENNIUM:
DOES IT IMPACT A LEADER'S ABILITY TO MANAGE DIFFERENCES AND
CREATE AN INCLUSIVE WORK ENVIRONMENT?**

**A Research Project
Presented to the Faculty of
The George L. Graziadio
School of Business and Management
Pepperdine University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Organization Development**

**by
Lisa Chanel Woodson
August 2013**

This research project, completed by

LISA CHANEL WOODSON

under the guidance of the Faculty Committee and approved by its members, has been submitted to and accepted by the faculty of The George L. Graziadio School of Business and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
IN ORGANIZATION DEVELOPMENT

Date: August 2013

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Abstract

Although diversity training is an \$8 billion industry, questions surrounding its utility and impact remain. To address the issue of diversity training effectiveness, the research project goes beyond reviewing workforce diversity as a measurement, and investigates whether diversity training impacts a leader's ability to manage differences and create an inclusive work environment. Data were collected from 44 individuals in leadership roles across multiple organizations in the United States. All participants completed a condensed Diversity Relationship Indicator™ assessment, as well as a 6 question interview protocol to gauge their experience with diversity training. The results of the research reflected the utility of diversity training. Specifically, individuals who participated in diversity training (regardless of type) had a significantly higher presence of attributes (self-awareness, accountability, interpersonal-skills, open & inclusive team, diversity management) related to successfully managing differences and creating an inclusive work environment, than those who were diversity training naïve.

Table of Contents

Abstract.....	iii
List of Tables	vi
List of Figures.....	vii
1. Introduction.....	1
The History of Workplace Diversity Training.....	3
Diversity and Inclusion.....	5
Research Purpose.....	6
Importance of Study.....	6
Research Setting.....	8
Thesis Outline.....	8
2. Literature Review.....	10
The Evolution of Diversity Training.....	10
Diversity Training Best Practices / Organizational Relevance.....	19
Conclusion	21
3. Methodology.....	23
Research Design.....	23
Sampling Methodology.....	24
Measurements	26
Data Analysis	28
Protection of Human Subjects	29
Summary.....	30
4. Results.....	31

Quantitative Results: Diversity Relationship Indicator	31
Diversity Relationship Indicator™ questions	32
Diversity training experience and impact	39
Interview Results	45
Findings.....	56
Diversity Relationship Indicator: Findings.....	57
The impact of diversity training: Findings.....	58
Interview findings	58
Summary of Research Findings	61
Limitations	63
Suggestions for Further Research	64
Recommendations to Managers and Organizations.....	64
Conclusion	66
References.....	68
Appendix A: Diversity Relationship Indicator™ (Condensed Version)	70
Appendix B: Experience with Diversity Training Survey	71
Appendix C: Interview Protocol Guide	72
Appendix D: Consent Form to Participate in Research Study.....	73
Appendix E: Protecting Human Research Participants Certificate.....	75

List of Tables

Table	Page
1. Summary of Participant Demographics	25
2. Summary of Participant Diversity Relationship Indicator Scores By Participant Raw Score, Percentage, and Ranking	32
3. Summary of Participant Survey Responses by Category and Question (Frequency / Comfort Scale).....	37
4. Summary of Participant Survey Responses by Category and Question (Strongly Agree / Disagree Scale)	38
5. Summary of Participant Experience with Diversity Training, by Participant Code, Score and Rank.....	40
6. Participant Summary of Experience with Diversity Training, By Type, and Ranking.....	42
7. Impact of Diversity Training Summary of Participant Responses by Theme and Ranking.....	44
8. Summary of Interview Responses	55

List of Figures

Table	Page
Figure 1: Diversity Training Effects on Survey Score.....	41

Chapter 1

Introduction

The shifting demographics of the United States workforce may move training programs geared towards managing differences and creating an inclusive work environment from occasionally relevant, to a critical operational business practice. The United States is in the midst of an unprecedented demographic shift in the make-up of its citizens, which is, and will continue to significantly increase the diversification of the workforce (Cocchiara, Connerley, & Bell, 2010). From gender, generation, people with disabilities, and race, to sexual orientation, these groups of individuals with dissimilar self-identity characteristics will need to share workspace, ideas, and meet business goals / objectives.

Between the years 2000 – 2050, it is estimated that the population will increase by almost 50%. “Fully two-thirds of the projected U.S. population increase will be due to net immigration” (Day, 1996, p. 25). An opposite trend is occurring in relation to the White population, which for the period 1995- 2009, decreased 10%, from 75% to 65% of the total population (United States Census Bureau, 2010). This shift is expected to continue through the year 2050, at which time “minorities are projected to rise from one in every four Americans to almost one in every two” (U.S. Department of Labor, 1999). The generation known as “baby boomers” are also a part of the tremendous shift in the U.S. demographic. As of 2011, individuals born between the years of 1946 and 1964, represent 38% of the workforce (AARP, 2007). With 8,000 individuals turning age 65 each day, the exit of the baby boomers from the workforce will undoubtedly open the doors to individuals from younger generations which have a more diverse population.

Although the ‘browning of the nation’ will play a large role in the diversification of the workforce, so will the social aspects of sexual orientation and inter-racial marriages.

2010 estimates from the U.S. Census Bureau reflect a 51% increase in same sex couple households over the past decade (estimated at 901,997), and a 28% increase in interracial/interethnic married couples. The changing characteristics that describe the population of the United States will undoubtedly influence business decisions, specifically within human resources management, product development/distribution, marketing, target customers, service offerings; the question is how will organizations adapt to these changes?

Over the past two decades, organizations ranging from not-for-profit, small businesses, to fortune 500 companies, have implemented policies / initiatives to address workplace diversity. This may include targeted recruitment practices, specialized retention programs, diversity awareness initiatives, supplier diversity programs, affinity groups / employee networks, or simply a public statement (such as a notation on a website, or part of a mission statement) that identifies “diversity” as important. Although organizations do not employ a standardized approach to managing diversity, (Anand & Winters 2008; Bezrukova, Jehn, & Spell, 2008) research reflects that companies do recognize that focus on diversity and inclusion is important.

In 2008, a global quantitative survey conducted by the Economist Intelligence Unit on behalf of the Society of Human Resources Management, reflected that over 50% of executives responded that their organizations had either strong, or very strong diversity policies in place. “Diversity Training is no longer perceived as the socially responsible thing to do; instead, it is now viewed as a strategic business objective with the capability

to make the organization more competitive” (Holladay, Knight, Paige & Quinones, 2003, p. 246).

The Kellogg Company is one organization whose actions support this perspective. This support is demonstrated by their organization design, which includes an Office of Diversity and Inclusion. Additionally the organization has an Executive Management Committee which has created a global strategy to assist Kellogg with continuous improvement in creating a diverse and inclusive workforce. Subsequently there is a focus on building accountability for diversity and inclusion throughout the organization, driving understanding, education, and awareness, as well as targeted recruitment, retention, and talent development practices.

In stark contrast to the Kellogg Company, an organization in the biotechnology/life services industry with 8,000 employees globally refused the request of an employee to start an affinity group. The Vice President of Human Resources advised that diversity efforts caused division, and were un-necessary in an organization that boasted an internationally diverse workforce. This perspective is not isolated. Although diversity is an \$8 billion industry (Hansen, 2003), the effectiveness and value of diversity training is often questioned, and diversity budgets in corporations are often the first to be reduced during cutbacks. Diversity remains a controversial topic in many organizations, both in the minds of leaders and employees.

The History of Workplace Diversity Training

Workplace diversity training was born from Title VII of the Civil Rights Act of 1964. This act criminalized discrimination in hiring, termination, promotion, compensation, job training, and any other “term, condition, or privilege of employment based on race, color, religion, sex, or national origin.” Early diversity training was

commonly referred to as Affirmative Action training, and was conducted, often in response to discrimination lawsuits, which were under the jurisdiction of the Equal Employment Opportunity Commission (EEOC). One of the consequences to losing a lawsuit was mandated training by the EEOC, which focused on anti-discriminatory practices. Some organizations during the 1960s/1970s were proactive, and wanted to prevent both the embarrassment and negative publicity that went along with being sued. A small number of organizations took the requirement to adhere to the Title VII, as not only a legal requirement, but also one that was morally correct. IBM was one of the few companies that took this stance (IBM, 2007).

The primary focus of diversity training when it was introduced “was primarily the imparting of knowledge with recitations on the law and company policies, a litany of do’s and don’ts and maybe a couple of case studies for participants to ponder” (Anand & Winters, 2008, p. 357). It was deeply rooted in the protection of equal rights in very specific areas as it related to race (specifically African-American) and gender (women). It did not aim to shift employee thinking, behavior or attitudes, nor did it attempt to address issues related to diversity that could intentionally impact business results and overall performance.

Over the course of the past two decades, diversity training has developed into a niche segment of the relatively new diversity industry. Although diversity training continues to incorporate legal compliance and employer specific regulations, the overall breadth and depth of diversity training has broadened its scope to incorporate sexual orientation, people with disabilities, ethnicity, culture, generational differences, communication styles, and many other significant factors that are reflective of the current diverse workforce. Although diversity training has broadened its scope, the belief that

diversity training is more than a “check box requirement” that adds value to organizations is mixed at best.

Diversity and Inclusion

Diversity training is a large component of the diversity efforts taking place across organizations; however it is not the sole focus of all diversity programs. Inclusion is also emphasized in many organizations. Although the two are related, they are not synonymous. Inclusion efforts range from recruiting, hiring, and focused retention efforts of a diverse workforce. Creation of an inclusive work environment involves leveraging the value of all employees that allow organizations to meet and advance upon their mission and goals. Diversity training can be utilized to increase openness to diversity in the workplace, fostering an environment where all individuals feel they have the ability to produce their best work, add value, and feel included.

Inclusion practices/programs are a relatively “new” approach implemented within organizations over the past two decades. In the case of both diversity training and inclusion programs, there is often a lack of support and even resistance from individuals within organizations that participate in these programs. The negative connotations associated with diversity training and inclusion practices could stem from several factors, including the fact that there is a lack of industry wide accepted definitions for both terms (Bleijenbergh, Peters, & Poutsma, 2010). The lack of clarity can result in misinterpretations of the objectives (training) and intent (inclusion). Quite simply, diversity training, and inclusion practices are often considered too broad, or narrow in focus, with minimal to no alignment, or impact on business performance/results.

For the purpose of this research, the following terms are defined to ensure clarity:

1. **Diversity:** “Encompasses all differences that people bring to their work environment. It includes but is not limited to race, age, gender, religion, ethnic background, sexual orientation, work level and function, economic background, communication and learning styles”(Lieberman, 2012, para. 2)
2. **Inclusion:** “The degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness” (Shore et al., 2011, p. 1265)
3. **Diversity Training:** Training that includes a focus on improving work relationships and/or accepting and leveraging all dimensions of diversity (Anand & Winters, 2008. p. 356)
4. **Affirmative Action:** Recruiting/retention program separate from diversity training, aimed at increasing under-represented groups in the workplace
5. **EEOC Compliance/Anti-Discriminatory Training:** Often a part of a larger diversity training program or initiative. The focus is specifically on compliance and/or company specific policies and regulations.

Research Purpose

This study is an exploration of the utility of diversity training in the new millennium. It attempts to answer the following question: Does diversity training impact a leader’s ability to manage differences and create an inclusive work environment? It also explored the impact of diversity training and whether or not there is a positive relationship between individuals who have participated in diversity training possessing higher levels of attributes that relate to the successful management of diversity and inclusion, versus those who are diversity training naïve.

Importance of Study

Diversity training has been integrated into organizations since the implementation of Title IV in 1964. Although its roots are compliance based, the changing face of the workforce far surpasses the needs to solely meet legal obligations as it pertains to diversity practices (Anand & Winters, 2008). Instead, diversity training needs to impact employee’s ability to successfully integrate with those who possess varying levels of

different self-identify characteristics, in order to positively impact business results. In 2008, the Society for Human Resources Management conducted a study that included a mixture of 265 Human Resources professionals, and diversity specialists. The survey concluded that 80% of respondents (companies with an average of 10,000 employees) had either mandatory diversity training, or voluntary training aimed at all employee levels (Anand & Winters, 2008). Yet, with this type of training available, there is behavioral evidence that reflects an upturn in harassment and discrimination claims filed with the U.S. EEOC. These increases include racial harassment claims (up 11%), and sex-based charges (up 14%) both for FY 2007-2008 respectively.

As the United States continues to see shifts in its own demographic make-up, coupled with an increasing global footprint, the ability to gain clarity on what type of diversity training is effective is critical. In the article, “A Gem for Increasing the Effectiveness of Diversity Training,” authors Cocchiara et al. (2010) advise

Many firm leaders understand the impact that increased diversity has on perception of fairness, equal opportunity, and justice . . . there has been a proliferation of diversity training efforts in firms of all sizes despite a lack of clear evidence that diversity training helps organizations. Does this indicate that existing diversity training programs have not been effective? (p. 1089)

Across organizations, Diversity training is perhaps the most widely utilized diversity management practice, however it can also be the most costly practice, with results that are difficult to measure. The average annual amount of dollars that U.S. businesses spend on diversity training ranges between \$200 - \$300 million annually (Cocchiara et al., 2010). When one considers both the costs and resources attached to diversity training, it is imperative to ascertain the specific types, methodologies, and delivery methods of diversity training that are effective in assisting organizations obtain

diversity desired outcomes/goals. Additionally important, is exploring whether a relationship exists between diversity training, and inclusive work environments.

Research Setting

This research study collected both quantitative and qualitative data. The quantitative data was administered via an online survey on the Qualtrics platform. The survey included demographic questions, as well as 6 questions created by the investigator focused on the participants experience with diversity training, and its perceived impact. The second portion of the survey included the utilization of a condensed version of the Diversity Relationship Indicator™ assessment tool (developed by Patricia Pope & Associates), which measured the presence of specific attributes related to successfully managing differences and creating an inclusive work environment. Qualitative data were collected through utilizing a 6 question interview guide in face-to-face and telephone interviews with individuals in professional roles (equivalent to manager or above), that varied in job title, business unit, industry, gender, generation, ethnicity, and experience as a participant with diversity training.

Thesis Outline

Chapter 1 provided an introduction and brief history of diversity training and inclusion practices in organizations within the United States. It described the purpose of this study, its relevance, and also examined the value the findings can potentially add to the field of diversity. Chapter 2 focuses on a review of the existing literature and research relevant to diversity programs and inclusion. Chapter 3 details the design and methodology used to gather data on participants' experiences with diversity training, managing differences, and inclusion. Chapter 4 describes the findings of the study based on the combination of data collected from interviews and survey responses. Finally,

Chapter 5 summarizes the conclusions of the study, reviews its implications, and provides recommendations, and insights into the use of diversity training.

Chapter 2

Literature Review

This research project investigated whether or not there is a positive relationship between individuals who have participated in diversity training possessing higher levels of attributes that relate to the successful management of diversity and inclusion, versus those who are diversity training naïve. Additionally, the research project sought to answer the question: Does diversity training impact a leader's ability to manage differences and create an inclusive work environment?

Chapter 2 summarizes the existing literature on diversity training including the evolution of diversity training, best practices, and inclusion. The literature was reviewed in an attempt to identify nuances that would reflect successfully managing differences. This chapter supports the following research question: What is the impact of diversity training on a leader's ability to manage differences and create an inclusive work environment?

The Evolution of Diversity Training

In 1963, prior to the enactment of the Civil Rights Act, organizations throughout the country could make hiring decisions based upon an applicant's race, color, choice of religion, gender and/or national origin. Although the implementation of the new law immediately made discriminatory hiring practices illegal, the attitudes, and overall culture within the workplace that had allowed such practices to prevail, failed to change in line with the law. This disconnect between the law which regulated hiring practices, compared to the behaviors and actions taken by individuals (which were a culmination of deeply rooted beliefs, values, and experiences) resulted in non-compliance with the act.

Employees began to file discrimination lawsuits to protect and enforce their newly attained rights.

Anti-discriminatory / compliance based training is the earliest version of diversity training. The design was simplistic; an individual typically within the Personnel Department provided a review of the anti-discriminatory laws, and specific company policies to ensure employee compliance. The training duration varied, however it never went beyond one full business day. Some organizations conducted the training on a one time basis (new-hires), and others conducted a one-time training, but did require refresher training after a specific timeframe. Although this is the oldest form of diversity training, (many would argue it is also the most ineffective when utilized as a stand-alone method), it still occurs as “one time” training in many organizations (Anand & Winters, 2008). This is especially evident in government agencies, and organizations that maintain government contracts. Anti-discriminatory training was the sole method of diversity training through the late 1970s.

The 1980s time period reflected a shift in the workplace. Affirmative Action programs, which aimed to increase the number of under-represented groups in the workplace, had been in effect for the previous two decades. Although it was not particularly easy to see the changes occurring with the naked eye, there was evidence that that reflected modest increases in the number of minorities, and women in the workplace. Just as gains were realized, the diversity training which had been developed as a method to introduce / re-enforce workplace practices to prevent anti-discrimination began to see a decline. Ironically, it was intervention from the federal government that began diversity training, and also the same entity that curtailed it.

Enforcing Title VII . . . through compliance reviews, lawsuits and loss of federal contracts has been a powerful tool in increasing opportunities for women and minorities and reducing overt discrimination...however, the Reagan administration reduced and retrenched diversity related programs and enforcement tools through various policy decisions. (Cocchiara et al., 2010, p. 1093)

Bearing in mind that prior to deregulation, certain affirmative action, and equal opportunity policies and programs were mandated by the federal government. This impacted organizations from across industries, including major corporations such as Lockheed Martin and Chevron Corporation. The significant decrease in requirements for companies to be evaluated for compliance with anti-discriminatory practices, changed to self-reporting processes where the transfer of oversight shifted from the government to the individual organization. This resulted in significant downscaling of diversity training programs.

With less scrutiny from the federal government, many companies turned their attention to other pressing concerns of the day, such as offshore competition and improving quality. Affirmative action and equal employment training, while still included in the training catalogs, were scaled back as a cost-cutting effort, perhaps mandatory only for those in managerial positions and in some instances eliminated altogether for the rank-and-file employee (Anand & Winters, 2008, p. 358).

This lull in mainstream corporate diversity training lasted through the mid-late 1980s, when a crucial shift in both the content of diversity training, as well as the “place” diversity training would hold in the context of business would occur. In 1987, The Hudson Institute, a nonpartisan, independent policy research organization, released a study entitled Workforce 2000 on trends that reflected a shift in the workforce demographic due to increases in women and minorities in the workforce. D’Amico (1997) explained,

Workforce 2000 was credited with creating a diversity craze. To prepare for the increasingly diverse workforce . . . entrepreneurs responded by offering

sensitivity training to accommodate cultural differences in the workplace. Government and industry began to hire . . . diversity and sensitivity consultants in large numbers (D'Amico, 1997, p. 1).

The reaction to this report was monumental. The combination of large numbers of organizations reacting to the report, and seeking training to prepare for the changes in the workforce had a cause/effect reaction. As entrepreneurs saw the flurry of activity surrounding diversity, they began creating sensitivity and awareness training programs. From this combination, the creation of diversity as an industry was born (Anand & Winters, 2008).

In contrast to anti-discriminatory training, sensitivity also referred to as awareness training, had a broader focus that went beyond women and ethnic minorities, and took into consideration the impact people with differences would experience in relation to needs, and the ability to successfully work with one another. With no “requirement” or legal mandate, training was focused on the importance of identifying the differences, being sensitive to these differences, acknowledging they did in fact exist, and making decisions that incorporated this new-found level of understanding. Although this view was a tremendous step forward, and entering the realm of inclusion, it did not appropriately address the dominant members of organizations, White males.

The philosophy was to make everyone more aware and sensitive to the needs and differences of others. However, it is important to note that during the early years of the inclusive definition of diversity, White men were not viewed as having valid issues about their place in the new more diverse workplace. They were primarily viewed as the problem and in need of fixing. (Anand & Winters, 2008, p. 359)

This view point was difficult for organizations to address because diversity experts appeared divided on what/whom diversity training should focus on.

During the time period of the late 1980s to the late 1990s, there were two distinct schools of thought from diversity experts surrounding diversity and who should be included (Anand & Winters, 2008). One group believed that removing the focus away from those who were traditionally underrepresented (namely women, and minorities) should not be done. This was considered an issue of social justice. The mindset of this group reflected that “the broad definition of diversity diluted the issues of unequal treatment . . . they were adamant for the need to keep the focus on the adversities that historically under- represented groups faced in the corporate arena” (Anand & Winters, 2008, p. 359). In contrast, the second group felt that diversity was larger than what you see at the surface (gender, race) and opted for a two tiered model which addressed both the historically under-represented groups, but added a dimension that incorporated items such as thinking and communication styles, geography, etc.

With diversity management developing as an industry, there was an influx of entrepreneurs, trainers, and human resources professionals, who turned into diversity training practitioners that were in demand, as organizations by and large did not have internal staff in place to manage diversity training. At the time diversity training became widespread, academic coursework to gain expertise was rare, and options to obtain a college degree with an emphasis on diversity management did not exist. As a result practitioners depended upon the research of those in academia for guidance, as well as a great deal of trial and error.

Well into the 1990s, diversity training began expanding scope and audience, and took a more inclusive approach. Race based training was no longer specific to African-Americans, and issues that impacted all workers, such as work-life balance were added to the content. Thomas and Ely (1996) describes three paradigms of diversity training that

showcase what organizations were focused on in the late 1990s. An emphasis was placed either on discrimination and fairness, access and legitimacy, or learning and effectiveness. As the influx of training continued to be rolled out across some organizations, often, only the first two paradigms were addressed. Regardless of which specific diversity type an organization would pursue, the unspoken issue was the inconsistency of training across organizations. An employee working at one company, and then changing to another, had the potential to be exposed to one, all, or none of the types of diversity training described above. Several factors can be attributed to this difference including but not limited to organizational size, relation of job roles to company financial success, and available resources to dedicate to diversity (Cocchiara et al., 2010).

Additionally, an important missing gap in diversity training, first identified by Thomas and Ely (1996), was the making of concrete connections related to how, not if, diversity training could impact business outcomes. Although this concept was considered critical by some in the industry, it was not overwhelmingly received as it was outside the “let’s all get along” model than many consultants were driving through organizations. Although diversity training was making some headway in terms of people feeling good, there is little evidence that the training resulted in organizational desired outcomes, such as fair treatment, understanding/celebration of differences, or the ability to attract, and retain multicultural employees. Several causes can be attributed to the perceived failure of diversity training.

The content of a majority of the training being offered in the 1990s barely scratched the surface of single-loop learning, and never developed into triple-loop learning. Individuals were taught skills through a variety of mediums including one day

facilitated experiential workshops, lunch presentations/lectures, and condensed learning modules that were either too broad in scope, or singularly focused (such as race).

Consider that the gender and ethnic groups often covered in diversity training were a very small percentage of the employee population in the organizations in which training was being conducted. This was found to be problematic when individuals felt that their individual views were being widely viewed as a perspective of a gender or race as a whole.

Consider Robert Hargrove's (1995) concept of triple loop learning. Based on original work by Chris Argyris and Donald Schon (1974), Hargrove distinguishes between single-, double-, and triple-loop learning in the context of coaching. Single-loop or incremental learning encourages skill development; double-loop learning has the goal of reshaping patterns of thinking; and triple-loop or transformation learning creates a fundamental change in perspective and self-awareness. (Anand & Winters, 2008, p. 360)

Diversity training has undergone many alterations in an attempt to remain relevant, however through the mid-late 1990s, the outcomes of diversity training were not measured, so success or failure was difficult to quantify. In 1999, a true paradigm shift occurred in diversity training. The new perspective of diversity practitioners was that "diversity could not be relegated to a program, but rather that it had to be viewed as an ongoing business process . . . and become integrated into the core strategy of the organization" (Anand & Winters, 2008, p. 362). This was important, as it steered diversity training down the path to evolve into a competency based learning model, that is inclusive, and focuses on creating a work environment that allows every individual, regardless of their differences, to work together. The competency based model addresses cultural competence, and includes expanded subject matter to include people with disabilities, sexual orientation, generational differences, and most recently, lesbian, gay, bisexual, and transgender issues. Additionally, diversity training in the new millennium

encompasses a focus on aligning diverse workforces to achieve profitability, growth and competitive advantages in the marketplace

Positioning diversity as a competency has created another major paradigm shift; the assumption is no longer that only certain group's need training, e.g., White men or minorities, but rather that all employees need to be more cross-culturally competent in an increasingly global world. It is just as important for an African American male to learn more about his Chinese coworker or vice versa" (Anand & Winters, 2008, p. 362).

Although greatly improved from the diversity training of the previous decades, behavioral evidence reflects individuals are not applying the diversity training to their respective roles. Data from the EEOC (2011) reflect an alarming trend in the escalation of harassment and discrimination claims filed in the past decade, with record claims (total number filed) occurring in 2011. Recognizing that the diversification of the workforce is at its highest levels, an assumption could be made to imply a relationship between the increase in claims and increased diversification of the workforce. Perhaps, it could be suggested that the diversity training methods, and or content are ineffective as it relates to changing employee behavior, and subsequently applying the changed behavior to a job role.

An example of ineffective diversity training practices, with complex and costly consequences, occurred at Lockheed Martin. In 2005, The EEOC (2008) filed a race based discrimination lawsuit on behalf of a former employee whom, according to the EEOC

was the target of persistent verbal abuse by coworkers and a supervisor whose racial slurs and offensive language included calling him the "N-word" and saying "we should do to Blacks what Hitler did to the Jews." (para. 3).

The EEOC also advised that the former employee was subject to physical threats, such as lynching and other death threats after he reported the harassment. The individuals

involved, had all participated in mandatory annual diversity/compliance training. The company was aware of the behavior, and did not take any steps to stop the actions until after the lawsuit was filed. Lockheed Martin settled the racial harassment lawsuit for \$2.5 million. This settlement is the largest amount ever collected by the EEOC on behalf of one individual.

After this settlement, the Aeronautics' division of Lockheed Martin, experienced yet another incident. Although all employees receive diversity training that focuses on appropriate workplace behavior on an annual basis, inappropriate and offensive images were discovered on a bathroom wall at a Fort Worth, Texas, plant in March 2008 (Cocchiara et al., 2010). These are extreme examples of diversity training failing to impact employee behaviors, and also gross misconduct of an organization that refused to take action when clear evidence existed that reflected anti-discriminatory practices occurring within the work place.

To prevent the type of lawsuit that occurred at Lockheed Martin, organizations must go further than compliance based "overview" training, and seek deeper awareness and training methodology that changes employee behavior. Organizations need to be clear on what diversity training is, and is not, which can be accomplished through identifying diversity training goals.

The evolution of diversity training has moved from the sole focus of compliance to inclusion, competency based learning, and business results. Some organizations such as Sodexo, link diversity competencies to profitable business growth. To do this the organization clearly identifies what is expected of leaders regarding diversity and inclusion, implement measurements and accountability for all learning and build diversity

competencies across all levels of staff (Anand & Winters, 2008, p. 363). The question is, have the changes in diversity training since its inception done enough?

Diversity Training Best Practices and Organizational Relevance

Effective diversity training is not a one size fits all program. Like any other training delivered, the content must be organizationally relevant.

Effective diversity training looks different in each organization . . . and depends on several factors . . . an organizations' history and diversity needs are two such factors . . . consider a biotech firm whose financial success depends on its scientists . . . considered the firms most valuable set of human resources, leaving employees in other areas . . . feeling minimized . . . diversity training might not focus (solely) . . . on age, race, sex . . . but rather on understanding and reducing functional classism (Cocchiara et al., 2010, p. 1094)

To address the relevance of content, audience, and other organizational nuances, the A.G.E.M. Method for achieving effective diversity training (Cocchiara et al., 2010) is considered a best practice. The acronym stands for Approach, Goals, Executive Commitment, and Mandatory Attendance. The approach is the first step; it encompasses assessing the organization design to determine where management of diversity will be housed (stand alone diversity office, within human resources, etc.). The second part of the approach is to utilize education and open feedback to reduce bias.

The most effective way to determine the correct approach is to conduct an organizational assessment prior to implementing diversity training. Needs assessments are instrumental to determine whether the organizations need, objects and problems can be met or addressed by training. (Cocchiara et al., 2010, p. 1099).

The goals phase includes setting training goals that measure if the goals are actually achieved. This could be in the form of employee surveys measuring the effectiveness of diversity training, how they perceive inclusion within the work environment, etc. There is not a specific way in which to measure, there is only the requirement to measure, and ensure that the goals are met, or revise if not.

Executive commitment is paramount to a diversity training program being effective. “One of the most significant short-comings with diversity training today is the lack of investment by top executives” (Cocchiara et al., 2010, p. 1100). Executives should have oversight of the diversity training, and should also show their understanding and acceptance of differences by acknowledging, not avoiding the difference. This can be achieved through recognizing a cultural difference such as a bow, or greeting in the home language of the individual with which you are speaking.

Lastly, mandatory attendance to diversity training is critical. Although research has shown mixed results (backlash from individuals forced to attend training), individuals consistently overestimate their abilities . . . those with low skills are less likely to recognize, or have the ability to self-correct. . . . It has been found that trainees with low diversity-related competence were less motivated to diversity training programs, compared to those with high diversity-related competence (Cocchiara et al., 2010, p. 1102).

In addition to the best practices noted from the A.G.E.M. method, organizations need to begin with the end in mind. There needs to be clarity regarding the desired outcomes of diversity training. There also needs to be integration between diversity and inclusion principles into the actual business strategy. “Whereas early diversity training did not explicitly seek changes in behaviors but rather was designed to raise awareness, today it is very clear that the expected outcome is demonstrated behavioral competencies in diversity and inclusion. (Anand & Winters, 2008, p. 356).

It is clear that organizations will need to be flexible, and quickly adapt to the changing face of the workforce. The ability to drive innovation, creativity, leadership, quality, and all of the other attributes that foster success, within a workforce that

possesses dissimilar self-identity characteristics at a level never previously experienced will be of tremendous importance. Diversity training will need to shift from the traditional compliance based model housed in Human Resources, to a competency based learning program that is linked to, or a direct part of an organization's business strategy.

Conclusion

The literature review reflects the evolution in diversity training over the past 40 years. From compliance based programs that solely focused on under-represented groups, and the reduction or prevention of lawsuits in the 1970s – 80s, then to training that was geared towards increasing sensitivity and awareness in the late 1980s – 1990s, and finally to the new millennium, where the focus is moving towards inclusion, and behavioral based competencies. It also revealed the startling changes to the face of the workforce, noting significant increases in women and minorities into the workforce over the next 30 years, while the predominance of White males will decrease in the same time period. It confirms the increasing complexity of workplace differences, and the need to better measure the results of diversity training programs.

The literature reviewed supports the worthiness of the research question presented, however the literature review also showcased some gaps. Although the literature review data reflected the importance of diversity training and inclusion, the literature did not show a presence or absence of relationship regarding diversity training, and whether it had a direct impact on increasing an individual's ability to create an inclusive work environment. Further examination of how diversity training impacts participants, their ability to manage workplace differences, and create an inclusive work environment is needed.

Chapter 3 of this research project details the design and methodology. Additionally, chapter 3 will also define the audience sample setting, the selection processes, and outline the methods utilized to analyze and measure the data collected.

Chapter 3

Methodology

This research project was an exploration of diversity training in the new millennium. The project focused on identifying whether the presence of specific attributes related to diversity and inclusion were present at a higher level in individuals that had participated in diversity training, versus those who were diversity training naïve. Additionally, it sought to identify if participants viewed diversity training as impactful, and if so, in what ways. This study attempted to answer the following question: What is the impact of diversity training on a leader's ability to manage differences and create an inclusive work environment.

Research Design

With the goal of identifying whether diversity training was perceived as impactful, and / or if it resulted in increasing research participants' competency levels related to managing diversity and inclusion, the research study was designed to incorporate both quantitative and qualitative data collection methods.

The Diversity Relationship Indicator™ (DRI) Assessment tool (Appendix A) developed by Pope & Associates (2010) was utilized to measure the presence of attributes associated with successfully managing diversity and inclusion (self-awareness, interpersonal skills, open and inclusive team, diversity management, accountability, and organizational climate). The assessment was administered through the Qualtrics survey platform. Additionally, the investigator created a six-question survey (Appendix B) which was combined with the DRI assessment to determine the participants specific experience with diversity training, and whether or not it was perceived as impactful.

A semi-structured diversity and inclusion interview guide was developed by the investigator (Appendix C). The guide was utilized to facilitate an open discussion in either face-to-face, or telephone interviews with 11 of the research participants whom had previously completed the DRI assessment (approximately 25% of study participants). The data from all interviews were transcribed, coded, themed, and analyzed.

Sampling Methodology

The researcher sought to include a pool of research participants that were diverse in terms of generation, gender, ethnicity, job function, industry, and experience with diversity training. The three criteria for participation included employment (either current or within the past 12 months), job role (regardless of title) that included leadership of a team, individual, function, or business unit, and lastly, interaction with colleagues, direct reports, leadership or clients on a consistent basis.

Upon finalizing research topic, the researcher utilized professional networks/ social media (Facebook, LinkedIn, Wix.com), to identify possible research participants. A distribution list was created, and a mass e-mail was delivered to all potential participants outlining study details participation requirements, and a participation consent form (Appendix D). Individuals that responded to the e-mail were then provided the link the research survey. Research participants provided consent by either hard copy signature, or electronic consent within online survey. The survey asked respondents to indicate within the survey if they were interested in participating in a follow up face-to-face or telephone interview to further discuss diversity training.

Of the 75 individuals contacted for potential participation in the research study, 44 respondents completed the survey. Table 1 is a demographic listing of participants. To protect the confidentiality of all participants, the names of individuals, and their

respective organizations are not shown. Each participant was assigned a numeric code which allowed accurate collection of data, tracking and analysis.

Table 1
Summary of Participant Demographics

GENDER		
Answer	# of Responses	%
Male	17	39%
Female	27	61%
Total	N = 44	100%
AGE		
Answer	# of Responses	%
20-29	3	7%
30-39	10	23%
40-49	13	30%
50-59	11	25%
60 years or more	7	16%
Total	N = 44	100%
ETHNICITY		
Answer	# of Responses	%
White / Caucasian (non-Hispanic)	16	36%
Asian/Pacific Islander	3	7%
African-American/Black	20	44%
Hispanic / Latino	3	7%
Other	2	7%
Total	N = 44	100%
EDUCATION LEVEL		
Answer	# of Responses	%
High School Diploma/Equivalent	0	0%
Some college	6	14%
Undergraduate Degree	17	39%
Graduate Degree	21	48%
Total	N = 44	100%

Table 1 (Continued)

JOB FUNCTION / TITLE		
Answer	# of Responses	%
Diversity Officer / Director Diversity & Inclusion	3	7%
Executive / Senior Management	7	15%
Middle-level Management	7	15%
Manager / Supervisor	7	28%
Professional (salaried/ Non- manager)	11	24%
Other	5	7%
Total	N = 40	100%
BUSINESS UNIT / FUNCTIONAL AREA		
Answer	# of Responses	%
Finance	3	7%
Project Management	3	7%
Purchasing / Supply Chain Management	3	7%
Training / Development	3	7%
Professional Services	4	9%
Other	4	9%
Executive Management	5	12%
Information Technology	7	16%
Human Resources	11	26%
Total	N = 43	100%
INDUSTRY		
Answer	# of Responses	%
Education	5	11%
Financial Services	5	11%
Healthcare	6	14%
Other	6	14%
Technology	10	23%
Oil / Gas	12	27%
Total	N = 44	100%

Measurements

The research study aimed to determine if diversity training impacted a leader's ability to manage differences, and create an inclusive work environment. With this goal

in mind, the investigator developed six questions to gauge research participant's experience (or lack thereof) with diversity training. These questions (Appendix B) were incorporated into a Qualtrics survey. The participant's experiences with diversity training (focus, and perceived impact) were captured.

Additionally, a condensed version of The DRI was utilized (see Appendix A). The DRI is an assessment to specifically assess how well individuals in management / leadership roles manage differences and create an inclusive work environment. The tool evaluates six distinct areas; Self-Awareness, Interpersonal Skills, Diversity Management, Open & Inclusive Team, Accountability and Organizational Climate. The tool is typically administered in a combination format (self-assessment, and direct reports). The investigator utilized a condensed version of the tool (Appendix A) and administered the questionnaire electronically in a self-report format only.

The investigator generated questions surrounding diversity experience / impact (Appendix B). These questions were combined with the condensed DRI™ (Appendix A) into a two part online survey. Although all questions from the DRI were not utilized, each of the six distinct areas was addressed as follows: Diversity Management (question 1), Interpersonal Skills (question 2), Inclusion (questions 3 and 4), Self-Awareness (questions, 5 and 6), Organizational Climate (question 7), and Accountability (question 8). The condensed DRI tool has a scoring scale from 0-44.

Lastly, a five-question interview protocol guide developed by the investigator (Appendix C) was utilized in face-to-face and/or telephone interviews with a sub-set of participants that had completed the online survey. The interview protocol guide questions were designed to achieve 4 objectives; to gain clarity on the participants' perspective of how diversity was defined, to determine if participants felt that a specific type of

diversity training was more effective than others, to gain additional insight on the participants perspective related to inclusion, and finally, to determine if participants felt that there was in fact a relationship between participating in diversity training, and as a result, having increased skills/ability to manage diversity and create an inclusive work environment.

Data Analysis

After the online survey closed, the responses from the DRI were calculated and each respondent received a score. The participants were divided into three DRI categories (low, mid, and high) based upon their overall individual score. The high-score group represented individuals who possessed the highest level of attributes associated with successfully managing diversity and creating an inclusive work environment, whereas the low score group had the least level of attributes present. A Welch Two Sample t-test was performed on diversity training, versus no diversity training on DRI total score (which relates to creating an inclusive work environment.). .

The investigator generated questionnaire surrounding experience with diversity training, and its perceived impact on the participant was also analyzed, and summarized. Additionally, responses from face-face and/or telephone interviews were summarized identifying key themes and differences. The combined quantitative and qualitative data was analyzed in an attempt to answer the following questions:

1. Is there a difference in the DRI scores between individuals who have participated in diversity training, and those that have not?
2. Is diversity training perceived as impactful in creating an inclusive work environment, and if so how?

Protection of Human Subjects

To ensure the protection of human research subjects, the investigator completed the web based training course, “Protecting Human Research Participants.” This course was administered by The National Institutes of Health Office of Extramural Research, and was completed on November 25, 2011 (Appendix E). The course was completed prior to any research conducted, or contact with research participants.

After completion of the “Protection Human Research Participants”, the investigator spoke with managers and leaders across multiple organizations to gauge interest in participating in a research study. Upon receipt of Institutional Review Board approval, the investigator utilized social media (LinkedIn, Facebook, and Wix.com), as well as e-mail to distribute the combined study introductory cover letter and consent to participate in a research study. Individuals that participated in the online survey were also invited to participate in a face-to-face or telephone interview. Participants confirmed interest, and provided their consent within the electronic survey. All research participants (survey and interview) signed either hard copy consent forms to participate which advised of their rights, OR, completed the consent process electronically.

Qualtrics was the online survey platform selected to administer the combined survey, and DRI assessment. The investigator generated survey was tested, to validate both the clarity of questions being asked, as well as the anonymity of the data submitted. To ensure the data remained confidential, and could not be linked to a specific individual, the distribution process for the survey link included utilization of the disabling function so that individual participants were not tracked. The surveys were distributed blindly (thus participants were not aware of who else was participating in the study). Dates for

interviews were also scheduled on an individual basis or via blinded e-mail to ensure the confidentiality of all research participants.

All study data was stored in password-protected database. Once data was exported for analysis, it was also saved in a password-protected file. Any documents printed for review were shredded. All digital audio recordings (when advance consent was provided by participant), electronic notes, survey responses/information, test data, test results, and analysis from the surveys and interviews were stored electronically and password protected. Written notes on paper, or any documents printed for analysis were stored by the investigator in a locked file cabinet. In all instances, only the research investigator had access to any and all data related to the research project.

Participants were advised that data from the research study would be maintained for a period of up to four years. Data will maintain the original security standards implemented; password protected electronic files, and locked handwritten documentation. Four years following the study, all documentation will be destroyed in a secure manner (shredded and electronic files completely deleted). A request for study abstract made by participants was granted.

Summary

This chapter provided an overview of the research methodology (design research sample, and measurements to include the DRI assessment, investigator generated diversity questionnaire, and semi-structured interview guide. This chapter also reviewed the steps that were taken to ensure confidentiality and protection of Human Research Subjects. Chapter 4 provides an analysis of the data collected.

Chapter 4

Results

This research project is an exploration of diversity training in the new millennium.. The project sought to determine if the presence of certain attributes related to inclusion were present at a higher level in individuals that had participated in diversity training, versus those who were diversity training naïve. This study attempted to answer the following question: What is the impact of diversity training on a leader's ability to manage differences and create an inclusive work environment.

This chapter presents the findings from the data collection. The results are divided into 4 separate sections. The first section provides quantitative results specific to the condensed DRI developed by Pope & Associates (2010). The second section will describe the quantitative data from the investigator generated questionnaire specific to participants experience with diversity training, and its perceived impact. The third section will present qualitative data from the face-to-face, and telephone interviews. The fourth and final section will present findings.

Quantitative Results: Diversity Relationship Indicator

All participants were asked to complete a condensed version of the DRI assessment that included a self-report assessment only. The assessment measured how well individuals in management / leadership roles manage differences and create an inclusive work environment. This is done through the evaluation of s six distinct areas; Self-Awareness, Interpersonal Skills, Diversity Management, Open & Inclusive Team, Accountability and Organizational Climate. The condensed DRI tool has a rating scale from 0-44. The assessment was administered electronically through Qualtrics online survey platform. All participants were advised of a survey close date. As of the close

date, the survey was locked, and participants could no longer submit information. Each statement within the DRI was assigned a point value. The maximum score for the condensed DRI assessment is 44 points. Table 2 presents a summary of the participants' diversity relationship indicator scores by participant raw score, percentage, and ranking.

Table 2

Summary of Participant Diversity Relationship Indicator Scores By Participant Raw Score, Percentage, and Ranking

Participant Code	N	Raw Score	Score (%)	Ranking
120	1	17	39%	Low
131	1	22	50%	Low
144	1	24	55%	Low
Low Total: N = 3				
101, 138	2	25	57%	Mid
126	1	26	59%	Mid
102, 132	2	27	61%	Mid
107	1	28	64%	Mid
109, 123	2	29	66%	Mid
110, 115, 128, 129	4	30	68%	Mid
104, 121, 124, 127, 133, 134, 139	7	31	70%	Mid
Mid Total: N = 19				
130, 143	2	32	73%	High
103, 105, 112, 117, 119, 137, 141, 142	8	33	75%	High
111, 116, 136	3	34	77%	High
106, 140	2	35	80%	High
108, 122, 125,	3	36	82%	High
118, 135	2	37	84%	High
113, 114	2	38	86%	High
High Total: N = 22				
Participant Total: N = 44				

Diversity Relationship Indicator™ questions. As mentioned previously, the DRI was created to assess how well managers / leaders managed diversity and created an inclusive workplace. Participants rated 8 statements in either a Strongly Agree/Disagree format, or on a Frequency/Comfort scale. Statements #1 and #8 were designed to assess a participant's level of self-awareness. The assessment defines self-awareness as the degree

to which managers understand their own assumptions/stereotypes, the impact of their style-behavior on others, and interest in learning about differences. Statement #1 asked individuals to rate their level of comfort interacting with others who are different (such as race, ethnicity, sexual orientation, age / generation, etc.). All respondents indicated that they either agreed, or strongly agreed with the statement. This was the only statement within the assessment in which all responses were rated on a positive scale.

Statement #8 asked individuals to rate the frequency and comfort level related to admitting when they had made a mistake, or were wrong about something (specific to a stereotype, bias or assumption) in the workplace. Thirty-nine of participants reported “always” feeling comfortable admitting being wrong about something both in terms of the frequency in which this action was taken, and the comfort level associated with taking this action. However, respondents who self-rated their comfort level admitting mistakes and making errors “often” were only 60% comfortable in this admission. Further, those who self-rated their frequency as “sometimes” were only 29% comfortable with the admission. The variance reflects that although participants may admit mistakes or errors in the workplace often, or sometimes, they are less comfortable taking this action. Six participants declined to rate their comfort level associated with admitting mistakes or errors within the workplace.

Statements #5 was designed to assess a participant’s inter-personal skills. The assessment defines interpersonal skills on how well managers listen, welcome and encourage feedback from others about themselves, are approachable and comfortable interacting with differences. Statement #5 asked participants to rate their understanding of their own work style, how it impacts others, and their willingness to make adjustments based on feedback received to increase effectiveness. Participants responded on an

Frequency / Comfort scale rating scale. Thirty-six percent of respondents self-rated as always, 57% as often, and 7% as sometimes. There were no ratings in the rarely and never categories and all participants rated this category.

Statements #3 was designed to assess a participant's ability to manage diversity. The assessment defines Diversity Management as the extent to which managers utilize sound management skills with all employees, regardless of differences. Statement #2 asked participants if they believed differences in the workplace could be a source of strength and competitive advantage. Fifty-seven percent of participants rated both the frequency and comfort level as always. Forty-one percent of participants rated the frequency as often, however the "often" comfort level was 30%. One participant rated the frequency level in the sometimes category, however did not rate a corresponding comfort level. There were no responses in the rarely or never categories.

Statements #3 and #4 were designed to assess the level in which participants create an inclusive work environment. The assessment defines an inclusive work environment as one that promotes learning, innovation and teamwork for all. Statement #3 asked individuals to rate the importance of feeling included in the informal network of relationships in the workplace on a Strongly Agree / Strongly Disagree scale. Sixteen percent of participants responded that they strongly agreed it was important to feel included in the informal network of relationships in the workplace. Fifty-one percent agreed it was important, while 13% neither agreed or disagreed. Two percent disagreed that feeling included in informal networks in the workplace was important, while no respondents strongly disagree with this statement. One participant declined to rate this statement.

Statement #4 asked individuals to rate if the quality of work relationships with colleagues was important. Sixty percent of respondents strongly agreed with this statement, 38% agreed, and 3% neither agreed nor disagreed. 2% of the respondents disagreed that the quality of work relationships with colleagues was important, and no respondents strongly disagreed. Four respondents declined to rate the question.

Statements #6 was designed to assess a participants level of accountability. The assessment defines accountability as the degree to which managers accept responsibility for managing diversity-related barriers in the work environment, and for holding themselves and others accountable. Statement #6 asked individuals to rate the frequency in which they asked questions to better understand others at work who are different (race, ethnicity, sexual orientation, age/generation, etc.). Twenty percent of participants responded always. Forty percent responded often, and 30% responded sometimes. Seven percent responded rarely, and 3% responded never. The DRI category for accountability is the only characteristic for which any study participant responded in the “never” category. Additionally, the accountability category is the only area within the DRI, where respondents rated the frequency of “sometimes” higher than “always.” Forty percent of the responses in this category can be perceived as negative. One participant declined to rate the statement.

Statement #7 was designed to assess the organizational climate in which a participant works. The assessment defines organizational climate as the overall culture in terms of diversity effectiveness and the degree to which the organization is intentionally creating a culture of inclusion for everyone, recognizing that this is the context within which managers operate. Statement # 7 asked participants to rate the frequency in which

their organization values differences, rather than requiring those who are different to conform more than others, to be successful. All respondents rated this category.

Twenty-seven percent of participants strongly agreed that their organizations always valued differences, rather than requiring those who are different to conform more to be successful. Forty-one percent agreed with this statement, and 21% neither agreed nor disagreed. Eleven percent of respondents disagreed with this statement. The organizational climate category of the DRI had the highest negative rating across areas within the DRI.

The results from the DRI reflect an interesting trend; an overwhelming number of research participants did not rate themselves as “rarely” or “never” in 5 of the 6 categories. Additionally, there was a variance regarding participants taking a specific action, and the frequency in comfort level in which they associated with the action. This would suggest that although a participant may frequently take an action (i.e., demonstrate a behavior), the level of comfort associated with the action is less frequent. Table 3 presents a summary of participant survey responses by category and question (frequency / comfort scale). Table 4 presents a summary of participant survey responses by category and question on a scale of strongly agree to disagree.

Table 3

Summary of Participant Survey Responses by Category and Question (Frequency / Comfort Scale)

DRI Category	In the workplace, I admit when I have made a mistake or was wrong about something.		
	Scale	Frequency	Comfort Level
Self – Awareness	Always	17	17
	Often	25	15
	Sometimes	2	7
	Rarely	0	2
	Never	0	0
	Total	N = 44	N = 41
Accountability	I ask questions to better understand others at work who are different from me		
	Always	9	14
	Often	17	16
	Sometimes	12	7
	Rarely	3	1
	Never	2	0
Total	N = 43	N = 38	
Diversity Mgmt.	I believe differences in the workplace can be a source of strength and competitive advantage		
	Always	25	25
	Often	18	13
	Sometimes	1	3
	Rarely	0	2
	Never	0	0
Total	N = 44	N = 43	
Interpersonal Skills	I understand that my work style can impact others, and I make adjustments as necessary based on feedback to increase effectiveness		
	Always	16	17
	Often	25	18
	Sometimes	3	5
	Rarely	0	0
	Never	0	0
Total	N = 44	N = 40	

Table 4

Summary of Participant Survey Responses by Category and Question (Strongly Agree / Disagree Scale)

	At work I am comfortable interacting with others who are different from me (such as race, ethnicity, sexual orientation, age/generation, etc.).	
DRI Category	Rating	Frequency
Self – Awareness	Strongly Agree	35
	Agree	9
	Neither Agree nor Disagree	0
	Disagree	0
	Strongly Disagree	0
	Total	N = 44
Organizational Climate	My organization truly values differences, rather than requiring those who are different to conform more than others to be successful.	
	Rating	Frequency
	Strongly Agree	12
	Agree	18
	Neither Agree nor Disagree	9
	Disagree	5
	Strongly Disagree	0
Total	N = 44	
Open & Inclusive Team	The quality of my work relationships with my colleagues is important to me.	
	Rating	Frequency
	Strongly Agree	24
	Agree	15
	Neither Agree nor Disagree	1
	Disagree	0
	Strongly Disagree	0
Total	N = 40	
Open & Inclusive Team	I feel included in the informal network of relationships in my workplace.	
	Strongly Agree	7
	Agree	22
	Neither Agree nor Disagree	13
	Disagree	1
	Strongly Disagree	0
Total	N = 43	

Diversity training experience and impact. In addition to the DRI, participants were asked to respond to 6 survey questions designed by the investigator to capture participants experience with diversity training, as well as the perceived impact. The first question asked participants to identify whether or not they had participated in diversity training.

Of the 44 study participants, 26 (59%) responded “yes”, compared to 18 participants who had not. The summary of training participation was analyzed to determine if the DRI scores varied between individuals who had participated in diversity training, and those who were diversity training naïve.

The study participants who indicated they had experience with diversity training represented 60% of the study population. This population had a median DRI score of 32.5. Only 1 participant (4%) was assigned a DRI Score ranking of low, 11 participants (42%) were assigned a DRI ranking of mid, and 14 participants (54%) were assigned a high ranking. The lowest DRI score was 22 and the highest DRI score was 38. The standard deviation for the group was 3.91.

The study participants who were diversity training naïve represented 40% of the study population. This population had a median DRI score of 31. Two participants (5%) were assigned a DRI Score ranking of low, 8 participants (18%) were assigned a mid-ranking, and an additional 8 participants (18%) were assigned a high ranking. The lowest DRI score was 17 and the highest DRI score was 36. The standard deviation for the group was 4.72. Table 5 presents a summary of participant experience with diversity training, by participant code, score and rank.

Table 5

Summary of Participant Experience with Diversity Training, by Participant Code, Score and Rank

Participant Code	Experience With Diversity Training	DRI SCORE	DRI Rank
131	Yes	22	Low
126	Yes	26	Mid
102, 132	Yes	27	Mid
109	Yes	29	Mid
115, 129	Yes	30	Mid
139	Yes	31	Mid
104, 121, 127, 133	Yes	31	Mid
130	Yes	32	High
142, 137, 117, 119	Yes	33	High
116, 136	Yes	34	High
106	Yes	35	High
108, 122	Yes	36	High
118, 135	Yes	37	High
113, 114	Yes	38	High
Diversity Training: Total: N = 26 ; Median DRI Score: 32.5; s.d. = 3.912308			
120	No	17	Low
144	No	24	Low
101, 138	No	25	Mid
107	No	28	Mid
123	No	29	Mid
110, 128	No	30	Mid
124, 134	No	31	Mid
143	No	32	High
103, 105, 112, 141	No	33	High
111	No	34	High
140	No	35	High
125	No	36	High
Diversity Training Naïve : Total: N = 18; Median DRI Score: 31; s.d. = 5.0183			

DRI = Diversity Relationship Indicator

A Welch two sample t-test revealed a marginally significant difference, $t(32) = -1.606$, $p = 0.059$, on DRI score, between individuals who have participated in diversity training ($M = 32.115$) and those that are diversity training naïve ($M = 29.944$). Figure 1 presents these results in graphical form.

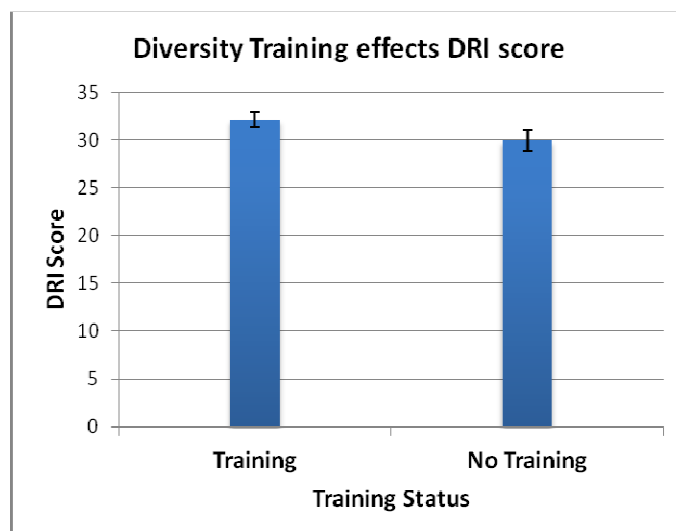


Figure 1: Diversity Training Effects on Survey Score

Study participants were asked to identify the focus of the diversity training in which they had most recently participated (12-month time-frame). Participants could select from a pre-defined listing of trainings (selecting all that were applicable). Participants also had the option of adding a training focus. The pre-defined training options included Compliance, Sensitivity/Awareness, Business Case for Diversity, Skill-Building, Inclusion, and Group Specific training. All 6 training types were selected by participants. The most frequently selected training was Sensitivity / Awareness Training (22 responses), followed by Inclusion (19 responses), Skill-Building (15 responses), Business Case for Diversity (10 responses) Compliance / Legal Mandates (9 responses, and finally Group Specific (8 responses) which was the least chosen.

The selection of training by participants was compared to the participants DRI Scores and overall ranking (see Table 6). Interestingly, participants have experience with all of the training types provided, with one exception. A participant with a “low” ranking has not participated in training focused on the Business Case for Diversity. This

individual's DRI score is the lowest within the study sample (17). Conversely the individual with the highest DRI Score (38) also did not participate in all trainings. This individual completed Compliance / Legal, Sensitivity / Awareness, Business Case for Diversity, Skill-Building, and Inclusion, but did not participate in Group Specific Training (the least represented group of training).

Table 6

Participant Summary of Experience with Diversity Training, By Type, and Ranking

	DRI High Group N = 22	DRI Mid Group N = 19	DRI Low Group N = 3
Diversity Training	# of Participants	# of Participants	# of Participants
Compliance/ legal mandates	3	5	1
Sensitivity / Awareness	11	10	1
Business Case For Diversity	7	3	0
Skill- Building/ Behavior Based	9	5	1
Inclusion	11	7	1
Group Specific	4	3	1

DRI = Diversity Relationship Indicator

Participants were asked if participation in diversity training impacted/alterd their behavior in the work place. Of 26 respondents, 4 indicated that they experienced no impact from diversity training, 2 respondents were unsure, and 9 indicated they were "somewhat" impacted. The remaining 11 respondents indicated they were impacted by diversity training.

In total, 23% of those who had taken diversity training either were not impacted, or were unsure as to what the impact was. The four respondents that were not at all impacted represent 3 of the mid DRI rankings (scores 30, 31, 31), and 1 of the high rankings, which is the highest overall DRI score earned (38). The two individuals that were unsure of the impact were also in the mid DRI rankings (scores of 27 each).

Seventy-seven percent of respondents were impacted by diversity training, to the extent that they were able to provide a description of the impact. The responses were

analyzed for similarities and differences. The data were compared between all respondents who had participated in diversity training, and categorized based upon the overall DRI score. Three common themes emerged. Respondent's descriptions related to their perception of the impact of diversity training were either related to awareness, decision making, or behavior/action. Table 7 summarizes the responses.

In addition to asking participants to provide examples of how diversity training has been impactful, respondents were also asked if diversity training had increased skills / abilities in 4 key areas. The first area was the ability to manage differences (diversity). 58% of respondents (15) indicated that diversity training had increased their skill/ability in this area. Of the respondents, 1 was ranked in the low DRI category, 5 in the mid category, and 9 in the high category, with the range of scores between 22 and 37.

The second area evaluated was the ability to intentionally take actions to create / maintain an inclusive work environment. Sixty-nine percent of respondents indicated that diversity training had increased this ability. Of the respondents, 1 was ranked in the low DRI category, 5 in the mid category, and 12 in the high category, with the range of scores between 22 and 37. Only 2 respondents ranked in the DRI high category did not note an increase in skills or ability in this area.

The third area evaluated was the ability to increase awareness of how the respondent's biases impact their decision making. Seventy-seven percent of respondents indicated that diversity training had increased this ability. Of the respondents, 1 was ranked in the low DRI category, 6 in the mid category, and 13 in the high category, with the range of scores between 22 and 38. Only 1 respondent ranked in the DRI high category did not note an increase in skills or ability in this area.

Table 7

Impact of Diversity Training Summary of Participant Responses by Theme and Ranking

Low DRI Score	Mid DRI Score	High DRI Score
Theme: Awareness		
<ul style="list-style-type: none"> • I am more mindful of the differences between my personality / needs / motivators and that of my colleagues. • I recognize the many aspects of diversity in corporate America. I wonder if leaving group diversity - race out of the picture, helps organizations to feel better about their diversity initiatives. • My behavior was not altered but my awareness of differences increased 	<ul style="list-style-type: none"> • Diversity training was uncomfortable; now I am more aware of my interaction with others. • I feel better equipped to deal with differences. I take compliance training annually, and know that saying the wrong thing, can have negative consequences. • I did not ever consider that I saw people based on their race, gender, sexual orientation. Now I try to see people as individuals 	<ul style="list-style-type: none"> • More aware of other perspectives. Recognize differences that may challenge me • I have made a choice to be open and receptive to differences. I am constantly surfacing my own blind spots and learning how to include others for best team/organizational results. • Increased awareness, as an end product of training, has enabled me to be more conscious of my the impact of my behavior
Theme: Decision Making		
<ul style="list-style-type: none"> • I'm more equipped to interact more successfully with others and ensure that I create an inclusive environment around me. • I now realize that management must lead inclusion by example. 	<ul style="list-style-type: none"> • I make decisions recognizing that although having a diverse workforce is difficult, it can result in stronger performance • As a leader, I did not think I allowed differences to influence my decision making. Now I recognize that I did, and am more aware about making decisions. 	<ul style="list-style-type: none"> • Broadened my views & experiences, expanded my knowledge base enabling me to make better decisions. • More active role in organizational Inclusion efforts. Mindful of my decisions and potential underlying biases.
Theme: Behavior / Action		
<ul style="list-style-type: none"> • I slow down, reflect, and in some instances alter my approach to dealing with select people in different groups 	<ul style="list-style-type: none"> • My behavior has not changed, but I do think more before I react, or make decisions when dealing with diversity • I have always behaved professionally in the workplace, however, now I consider whether or not my behavior is offensive to others. 	<ul style="list-style-type: none"> • Increased patience and communication. Stop to think before I react. Keen observer of how people behave towards each other/ take action when behaviors don't support an inclusive environment • Observing the behavior of others allows me to take action when necessary to ensure the environment is a safe place for everyone to do their best work

DRI = Diversity Relationship Indicator

The fourth, and final area evaluated was the impact diversity training had on increasing participant's willingness to have difficult conversations surrounding diversity. Fifty-eight percent of respondents indicated that diversity training had increased this ability. Of the respondents, 1 was ranked in the low DRI category, 3 in the mid category, and 11 in the high category, with the range of scores between 22 and 37.

In all categories evaluated, a minimum of 15 participants indicated that their skills and or ability had increased as a result of diversity training. Participants who were ranked as high relating to the DRI score (in the range of 33-37) experienced an increase in skills and ability in all four categories, with the exception of 1 participant in the category of intentionally taking actions to create/maintain an inclusive work environment, and 1 participant in the category of willingness to have difficult conversations surrounding diversity.

Although participants that were diversity training naïve were ranked in both the mid, and high DRI categories, they earned the overall lowest score (17). Participants with diversity training experience represent 62% of the respondents in the DRI "high" ranking. The same is true for the mid DRI ranking. The participants with diversity training experience made up 57% of this category. Finally, of the low ranked participants as it related to their DRI score; the participants that were diversity training naïve had 2 participants compared to 1 for participants with diversity training experience.

Interview Results

The online survey administered by Qualtrics, requested that survey participants acknowledge their willingness to participate in a post survey interview to expand upon responses related to diversity training, and leaders ability to successfully manage differences and create an inclusive work environment. Once all survey responses were

collected, the data was sorted by participants experience with diversity training. The investigator sought to interview an equal number of participants related to their experience, or lack thereof with diversity training. Fourteen respondents agreed to participate in the interview process. Eleven were scheduled for interviews, and completed the interview process. 6 respondents had experience with diversity training, and 5 did not.

A five-question interview protocol was utilized to guide the interview (see Appendix C). The questions were designed to achieve 4 objectives; to gain clarity on the participants perspective of how diversity was defined, to determine if participants felt that a specific type of diversity training was more effective than others, to gain additional insight on the participants perspective related to inclusion, and finally, to determine if participants felt that there was in fact a relationship between participating in diversity training, and as a result, having increased skills/ability to manage diversity and create an inclusive work environment.

The first question asked participants to define diversity in their own words. The participants had a range of answers. One respondent defined diversity as “Racial diversity, ethnic diversity, diversity in gender, sexual orientation. All different convergences of what is out here in the world- people, religion, races. Being in a diverse culture means a mixture of all different people.” Another participant made a distinction between “Diversity 1.0 vs. diversity 3.0 - compliance vs. globalization where diversity is more than just what the laws say you should do.” Another respondent that had participated in diversity training defined diversity as “any difference or unique attribute an individual has.”

This perspective was generally shared by the group, however 1 participant who did not have any experience with diversity training defined diversity as “Perspectives, not

just how people look! Not just ethnicity, appearance, you have to have diversity of thought. More than what you see!.” This individual expanded upon the answer, and advised that diversity training was wasteful because it focused too much on what people looked like “versus who they are as individuals.” This perspective was intriguing, as the individual had not participated in diversity training, yet had a very strong perspective of what diversity training entailed. The key theme from this category was that diversity includes more than just race, ethnicity or sexual orientation; it goes beyond what can be seen at the surface.

Participants were asked to describe the various types of diversity training they had participated in, outside of what was previously reported in the online survey. Although participants did not have additional training to report in the context of training focus, there were some important clarifications made through the interview process regarding the type of training that participants felt were valuable, and those that were not.

Of the six respondents that had participated in diversity training, they unanimously agreed that training on inclusion, what it means, and why it is important to achieving business results, is the most valuable diversity training they had participated in. One respondent advised “Inclusion training helps leaders understand the importance of focusing on the organization as a whole, not a select few, but also helps to intentionally bring the “few” into the conversation.” Respondents with diversity training experience also overwhelmingly described group specific training negatively. “It makes you feel like you did something wrong. I don’t like it because I feel guilty, and then sometimes want to make decisions to help a certain individual, or group, even if I feel they aren’t the best person for the job.”

Respondents also indicated that understanding the objective of the training from an organizational stand point is important. For example, is the point of the training simply compliance (i.e., to increase understanding of the laws), is it to increase the diversity of the workforce, or to provide training that helps individuals from different cultures, backgrounds, etc. to work together successfully. One participant described the amount of required training as overwhelming, without any clear understanding of how it is supposed to be utilized.

One participant who had not participated in diversity training advised that although professional experience included working for multiple fortune 500 companies in the telecom and technology sector, there had never been a requirement to participate in diversity training. In the current work environment at a Fortune 500 technology company, “individuals make comments regarding ethnic appearances, the laziness of counterparts in other countries, the technical superiority of American workers, and affirmative action that brings in stupid minorities.” This individual thinks diversity training is needed, and has inquired about training opportunities; however the organization believes the organization as a whole does not need to be taught how to behave in the workplace. Further, this organization advised that individual occurrences of in-appropriate behavior should be brought to the attention of management/human resources for re-training on the employee handbook that clearly states expectations of employee behavior.

Another participant advised that although the level of diversity training taken was extensive, it was not taken within their own organization; instead the individual included managing diversity as a performance goal, and participated in outside diversity training conferences, and seminars, which the employer reimbursed for.

A respondent with diversity training experience provided an example of the complexity of the workplace, and why keeping awareness surrounding diversity was critical to organizational performance. One example provided included an expatriate taking over leadership of a mostly American team. The differences in work style caused friction in the on-set, however training was provided to both the team leader, and work group to better understand differences in culture, and expectations related to performance, motivation, etc. There was a significant improvement in the work relationships between the team / leader. 9 of the 11 respondents reported that diversity training was valuable (all respondents that had participated in diversity training, and 3 of the 5 who were diversity training naïve).

Of the individuals who had not participated in diversity training, 2 respondents felt strongly that it was unnecessary and ineffective. 1 respondent advised “my work environment is already very diverse. It works because we are not focused on making diversity an issue. We do not require diversity training, and I would not implement if I was asked to do so.”

The second respondent was asked to provide details as to why diversity training was perceived as ineffective. The participant paused for a significant amount of time prior to responding. The participant indicated that an individual in a leadership position (leaders required to participate in diversity training) appeared to be biased in decision making focusing on career growth and promotional opportunities for the same race/gender, and ignoring others who demonstrated ability/potential. This statement appeared to be difficult for the respondent to make. Upon further questioning, the investigator determined that the leader in question was a minority that had a reputation for only promoting other minorities, regardless of the talent and demonstrated ability of

non-minority team members. The respondent later advised that the issue with the leader was not attributed to diversity training, but that the experience left the respondent feeling that diversity training was overly focused on providing opportunities for minorities, instead of including all members of the organization. The diversity training offered in the organization in which the respondent worked was for managers and above, and the topic of training was group specific and compliance based. The investigator confirmed that the information shared would remain confidential, and reported without any identifying information.

The key findings related to diversity training are that participants unanimously identified inclusion, and making the business case for diversity as the most valuable types of diversity training. Group specific training was viewed negatively, and associated with poor decision making (based on guilt). Additionally, respondents saw a need for training within organizations where it was not offered, or supported due to inappropriate behavior in the workplace.

The third question participants were asked was what does “inclusive work environment” mean to you? Respondents described an inclusive work environment in different ways; however there was a distinct difference in how the question was answered by individuals who had participated in diversity training, and those who had not.

A respondent with diversity training experience described an inclusive work environment as “an environment that recognizes that some people may have unique needs. Develop special groups (like women in engineering) to help them find ways to mentor/ be mentored and coach each other. It recognizes the different skill sets that people bring to the table regardless of role. Inclusion is finding a way to get different voices in the room, not limiting based upon gender, role, level, etc..”.

Another respondent that had participated in diversity training had a similar perspective, describing an inclusive work environment as one where “each individual feels they are able to contribute their best work, gain access to necessary resources, and be included in formal and informal networks within an organization.” Additionally, an inclusive work environment was described as one where “you feel your voice is being heard. Women and minorities feel that they have to speak “louder to be heard” because their thoughts and contributions aren’t heard/recognized in the same way as the majority voice in the room. Inclusive work environment allows everyone to come to the table and feel their thoughts and contributions are acted upon. In an inclusive work environment, you feel like you are part of the culture, versus outside of it (outside spectator vs. participant).”

A respondent that had not participated in diversity training described their current work environment as moving towards inclusion. “My organization wants our demographics to be represented so we ensure there is a likeness (representatives that can related to community members). We recently hired an African-American to work with our community partners where there is a large demographic of African-Americans – this shows how focused we are on our customers and including everyone.” Two additional respondents that did not have experience with diversity training described an inclusive environment similarly, as an environment where “minorities and people with different sexual preferences have an opportunity to contribute in the organization.”

The responses from the respondents that had not participated in diversity training provided a key finding in this category; collectively, an inclusive work environment was described as one that that focused on including minorities, or individuals with different characteristics from the “norm”, such as people with non-traditional sexual orientation.

None of the respondents described an inclusive environment as one that included all individuals.

Respondents were asked to describe how differences in the workplace impact performance, or achievement of business goals. Respondents that had participated in diversity training had a range of answers, however all respondents described differences in the workplace and the subsequent impact to performance as positive. “Differences in the workplace do impact performance/business goals, if you are able to harness the differences (look for different voices/perspectives to find solutions). If you ignore it, you’re limiting your professional and personal ability. It all boils down to communication; asking questions, and figuring out people’s unique stories and talents.”

All respondents acknowledged that differences in the workplace create challenges. “It can be difficult trying to get a diverse team to slow down enough to respect and value what each brings to the table, but once you can get buy in, the output is fantastic. You have a melting pot of different innovative ideas, and ways to approach problems.” Learning from others and how to adapt to different perspectives, work styles, communication styles, pace of work, etc., allows individuals to be stretched.“

Respondents without diversity training experience also described differences in the workplace in a positive light, but with a different perspective. One respondent described organizations as “stronger when there is a diverse workforce because you have diversity of perspective and experience. When we are all White and have the same views, we can’t change anything . . . you cast a wider net when different ideas, makes us stronger collectively.” An example is a response that reflects the importance of differences in the workplace “Look at the face of America; it makes good business sense. Worked with African American to start Boy Scout troop in all AA school”

A key finding in this category is that although all respondents described differences in the workplace, and the subsequent impact on business performance as positive, the underlying perspective varied. Individuals who participated in diversity training acknowledged the difficulty of bringing different people together, however also noted the value of pulling from the various experiences. The responses were not aligned to a specific client or project, but a general sense of value in having a work force that includes people whom are different to positively impact overall business performance. . Conversely, the responses from individuals that have not participated in diversity training had a positive outlook on differences in the workplace, however it was often aligned with a specific business case/project and the matching of differences to meet business needs (“i.e., matching minorities with minority clients, etc.).

The last question asked of respondents were how did they perceive diversity training, and its impact on the ability to manage differences (diversity) and create an inclusive work environment. One respondent that has not participated in diversity training shared “I have not participated in diversity training, but I grew up overseas (military base where people of all different cultures) one big glorious melting pot. My childhood created the foundation for understanding the value of differences; I have a fabulous curiosity about people; everyone has a story to tell. I’ve had the experience of being in the minority and majority; so I am sensitive to the needs of others. Diversity and Inclusion brings the best of all together.” The other respondents that have not participated in diversity training had differing views. Two respondents who earlier indicated that diversity training was not valuable maintained their stance. Two of the other respondents advised that they wonder what skills they may be lacking. Although they considered

themselves open to others perspectives, they recognized that they may have some incorrect assumptions that impact how they make decisions, or interact in the workplace.

Respondents that have participated in diversity training reiterated its value and importance. Specifically as it relates to managing differences and creating an inclusive environment, respondents described having an increased self-awareness of how their behaviors impacted others. It was also noted that decision-making took into consideration differences. Although decisions were not based solely on someone's difference, those who took diversity training were mindful of managing individuals in a unique way, versus a "one size fits all" mentality. "I consider ways that everyone can add value; leverage skills and abilities of all. Ask the right questions to determine best skill fit."

Respondents also indicated that the workplace was changing and that they wanted to continue to participate in training that focused on inclusion, and spend less time on compliance related, and group specific training. Many of the groups covered that should be covered (such as same sex parents, bi-racial employees, individuals in the workplace over 65, etc.), are not. One respondent described the experience with diversity training in detail; "Diversity training has opened my eyes tremendously; it has made me more self-aware, and aware of others, and their perspectives (without judging them to be right or wrong, just what they are). I maintain an inclusive environment by listening, keeping the path of communication a two way street, and demonstrating my imperfections (asking lots of questions) that I have been told make me more approachable and trustworthy. I learned these skills from consistent participation in diversity training. It really adds value." Table 8 presents a summary of the interview responses.

Table 8

Summary of Interview Responses

	Diversity Training Experience	Diversity Training Naïve
Define Diversity	<ul style="list-style-type: none"> • Racial diversity, ethnic diversity, diversity in gender, sexual orientation. All different convergences of what is out here in the world- people, religion, races. • Being in a diverse culture means a mixture of all different people “Diversity 1.0 vs. diversity 3.0 - compliance vs. globalization where diversity is more than just what the laws say you should do.” 	<ul style="list-style-type: none"> • Perspectives, not just how people look. Not just ethnicity, appearance, you have to have diversity of thought. More than what you see!
Diversity Training Experience	<ul style="list-style-type: none"> • Unanimously agreed that training on inclusion, what it means, and why it is important to achieving business results, is the most valuable diversity training • Understanding the objective of the training from an organizational stand point is important 	<ul style="list-style-type: none"> • 2/5 respondents felt strongly that diversity training was unnecessary and ineffective. • 1 respondent felt it was needed in current organization due to employee behavior/inappropriate actions
Define “inclusive work environment”	<ul style="list-style-type: none"> • Recognizes the different skill sets that people bring to the table regardless of role. • Inclusion is finding a way to get different voices in the room, not limiting based upon gender, role, level, etc. Truly recognizing people for their value • Each individual feels they can contribute their best work, gain access to necessary resources, and be included in formal and informal networks within an organization. 	<ul style="list-style-type: none"> • Minorities and people with different sexual preferences have an opportunity to contribute in the organization • An inclusive work environment is focused on including minorities, or individuals with different characteristics from the “norm”, such as people with non-traditional sexual orientation
Describe how differences in the workplace impact performance or achievement of business goals	<ul style="list-style-type: none"> • It all boils down to communication; asking questions, and figuring out people’s unique stories, and talents • It can be difficult trying to get a diverse team to slow down enough to respect and value what each brings to the table, but once you can get buy in, the output is fantastic. • You have a melting pot of different innovative ideas, and ways to approach problems” • Learning from others and how to adapt to different perspectives, work styles, communication styles, pace of work, etc., allows individuals to be stretched 	<ul style="list-style-type: none"> • Stronger when there is a diverse workforce because you have diversity of perspective and experience

Table 8 (Continued)

	Diversity Training Experience	Diversity Training Naïve
How do you perceive diversity training and its impact on your ability to manage differences (diversity) and create an inclusive work environment?	<ul style="list-style-type: none"> • Diversity training has opened my eyes tremendously; it has made me more self-aware, and aware of others, and their perspectives (without judging them to be right or wrong, just what they are). • Diversity Training has helped me maintain an inclusive environment by listening, keeping the path of communication a 2 way street, and demonstrating my imperfections (asking lots of questions) that make me more approachable and trustworthy. • Consider ways that everyone can add value; leverage skills and abilities of all. Ask the right questions to determine best skill fit 	<ul style="list-style-type: none"> • I have not participated in diversity training, but I grew up overseas (military base where people of all different cultures) one big glorious melting pot. My childhood created the foundation for understanding the value of differences; I have a fabulous curiosity about people; everyone has a story to tell. I've had the experience of being in the minority and majority; so I am sensitive to the needs of others.

A key finding in this category relates to the difference in perspective of those who have had diversity training, and those who have not as it relates to inclusive behavior, which is fundamental to managing differences and creating an inclusive work environment. Individuals who have had diversity training, describe their management style in a way that is inclusive to everyone; seeking ways to leverage skills, openly communicate, and listen to all, not a select few. The answers demonstrate that diversity training that focuses on inclusion, and the business case for diversity, is impactful.

A second key finding is that an individual whose life experience has been grounded in diverse experiences (military, extensive travel, being a member of both the majority and minority) can demonstrate similar perspectives from those who have participated in diversity training.

Findings

A review of all quantitative and qualitative data led to a total of 7 key findings. Three findings concerned the variance in DRI Scores between individuals who had

participated in diversity training, and those who have not. Three findings were also found related to the impact of diversity training. Two findings were identified from the face-to-face / telephone interviews. The findings are described below.

Diversity Relationship Indicator: Findings

1. Although participants that were diversity training naïve were ranked in both the mid, and high DRI categories, they earned the overall lowest score (17). Participants with diversity training experience represent 62% of the respondents in the DRI “high” ranking. The same is true for the mid category DRI ranking, where the participants with diversity training experience made up 57% of this category. Participants with diversity training scored the overall highest DRI score (38), and also scored the highest score in the mid and low categories. The median DRI score for participants with diversity training was also higher than that of the participant pool without diversity training. A review of the data reveals that individuals that have taken diversity training had an overall higher score on the DRI. A Welch two sample t-test revealed a marginally significant difference $t(32) = -1.606, p = 0.059$, on DRI score between participants with diversity training ($M = 32.115$) and those that were diversity training naïve ($M = 29.944$).
2. The DRI category for accountability includes the statement “I ask questions to better understand others at work who are different from me.” This is the only DRI characteristic for which any study participant responded in the “never” category. Additionally, the accountability category is the only area within the DRI, where respondents selected “sometimes” more frequently than “always.” Further review of this category reflects the two “never” ratings were entered by respondents that had not participated in diversity training. Additionally, 3 respondents without diversity training experience rated this category as “always” compared to the 6 respondents who had participated in diversity training rating “always.” Accountability is an important component of managing differences and creating an inclusive work environment. This data reflects a marginally significant distinction between those who have participated in diversity training and those who have not.
3. DRI category Diversity Management asked respondents if they believed differences in the workplace could be a source of strength and competitive advantage. Fifty-seven percent of respondents rated both the frequency and comfort level as always. Forty-one percent of participants rated the frequency as often, however the “often” comfort level was only 30%. Further review of the data reflects that respondents who participated in diversity training rated the frequency and comfort level for diversity management equally, with the exception of 3 instances. In comparison, respondents who had not participated in diversity training un-equally rated the frequency and comfort level related to diversity management at a higher rate (6 instances). The distinction between the frequency and comfort level reflects respondents’ actions are taken more frequently than

they are comfortable with. These data reflect that respondents that have participated in diversity training self-report as taking actions related to diversity management on a more frequent basis, and are more comfortable taking the action.

The impact of diversity training: Findings. The key findings related to diversity training are that participants unanimously identified inclusion, and making the business case for diversity (business results) as the most valuable training types. Diversity training was perceived as valuable and impactful by 9/11 interviewees, which includes 3 respondents who have not taken the training, but see the need and value of it. Group specific diversity training was rated negatively, and aligned with poor decision making (based on guilt). Two categories pertaining to the impact of diversity training were rated a high levels. The first category asked respondents to identify if they realized an increased skill / ability regarding intentionally taking actions to create / maintain an inclusive work environment as a result of diversity training. Sixty-nine percent of respondents indicated that diversity training had increased this ability. The second category asked respondents to evaluate if they experienced an increased awareness related to how their biases impacted their decision-making. . Seventy-seven percent of respondents indicated that diversity training had increased this ability. These data reflect the effectiveness of diversity training (limited to the type of trainings noted in the research). Additionally, further review of the data reflects an alignment between individuals who scored in the top portion of DRI mid category, and the DRI high categories the same individuals who noted an increase in skills / abilities from diversity training.

Interview findings

1. The responses from the respondents that had not participated in diversity training provided a key finding in this category; collectively, an inclusive work

environment was described as one that focused on including minorities, or individuals with different characteristics from the “norm”, such as people with non-traditional sexual orientation. The interviews revealed that an inclusive work environment was not understood as an environment that includes everyone, but instead placed focus on those that are different. Additionally, the differences present within an organization were considered “inclusive” when they could be leveraged to meet business needs (i.e., minority employees to work with minority clients). Although leveraging differences to address business needs can be a part of an inclusive work environment, inclusion goes beyond simply matching differences, but instead focuses on the whole.

2. The second finding relates to the final question asked in the face-to-face interviews. Respondents were asked how they perceived diversity training and its impact on the respondent’s ability to manage differences and create an inclusive work environment. Although a respondent had not participated in diversity training, they chose to provide the following answer to the question “ I have not participated in diversity training, but I grew up overseas (military base where people of all different cultures) one big glorious melting pot. My childhood created the foundation for understanding the value of differences; I have a fabulous curiosity about people; I’ve had the experience of being in the minority and majority; so I am sensitive to the needs of others.” This response caused me to evaluate the respondent’s data, and in doing so, discovered that the DRI score for this individual was the highest (38) in the diversity training naïve group, and matched the highest score for participants who had participated in diversity training. This information will be further discussed in the conclusion section of chapter Summary

This chapter presented the findings of the study, divided into four sections. The first section reviewed the results from the DRI Assessment. The mean score of participants with diversity training experience was 32.5, compared to 31, which was the mean score of participants who did not have experience with diversity training. A total of 44 participants completed the DRI, 26 of which had experience with diversity training, and 18 that did not. Individuals were placed into 3 sub-groups based on their DRI score- low, mid, and high.

The second section presented findings related to the participants experience with diversity training, including their perception of its impact. The answers to the questions revealed the types of diversity training that are most widely considered effective

(inclusion / business case for diversity), as well as 2 key areas in which diversity training was perceived as increasing a respondents skills and abilities (taking actions to create / maintain an inclusive work environment as well as recognizing biases in decision making).

The third section presented findings from the face-to-face interviews, including a summary table comparing the differences in responses from individuals that had participated in diversity training and those that had not.

The fourth and final section listed 3 key findings related to the DRI scores, and 2 key findings from both the data on diversity training experience, and the face-to-face interviews.

Chapter 5 will address study limitations, draw final conclusions, and make recommendations for future research.

Chapter 5

Summary of Research Findings

This research project was an exploration of diversity training in the new millennium. The project focused on identifying whether the presence of specific attributes related to diversity and inclusion were present at a higher level in individuals that had participated in diversity training, versus those who were diversity training naïve. Additionally, it sought to identify if participants viewed diversity training as impactful, and if so, in what ways. This study attempted to answer the following question: What is the impact of diversity training on a leader's ability to manage differences and create an inclusive work environment. This chapter concludes the research study by identifying if the data obtained in the research study is supported by the literature review, summarizing some of the key implications to the field of Diversity / Inclusion, as well as providing a summary of the research study limitations.

Several of the findings identified by the investigator in this research project are also highlighted in the literature review.

1. Awareness is not enough. One of these findings includes the need for diversity training to modify behavior. Study participants overwhelmingly rated diversity training as impactful, specifically identifying training related to inclusion, and the business case for diversity as effective. However, when respondents were asked to describe how they have been impacted by participation in diversity training, the vast majority of responses were related to increased awareness. There were minimal to no concrete examples of behavior modification. According to Cocchiara et al. (2010), "one underlying purpose of all diversity training should be to encourage behavioral changes in the workforce . . . training programs cannot be considered effective if participants are unable to transfer what they have learned to their job." Considering the increase in workplace harassment and discrimination lawsuits, it is clear that awareness is not enough; changes in employee behavior are absolutely necessary.
2. Clarity surrounding inclusive work environments. An additional finding from the research project that is important, and also supported by the literature

review, is the need for clarity surrounding inclusive work environments. The investigator identified a gap in understanding of what inclusion was between individuals who had participated in diversity training, and those who had not. Individuals that had not participated in diversity training saw inclusions as simply a means to link individuals with like differences (such as race, ethnicity, gender) in business transactions to increase business opportunities, and did not appear to recognize that inclusion is meant to include everyone.

When we talk about the culture of inclusion, we think about an organizational environment that allows people with multiple backgrounds, mindsets, and ways of thinking to work effectively together . . . In such an environment different voices are respected and heard, diverse viewpoints, perspectives and approaches are valued and everyone is encouraged to make a unique and meaningful contribution. (Pless & Maak, 2004, p. 130)

3. Diversity and inclusion go hand in hand. If employees do not learn the skills necessary to impact behavior, creating and maintaining an inclusive environment where everyone can do their best work is not sustainable.
4. Diversity training is not one size fits all. Although one may perceive diversity training as a program that can be standardized to increase awareness and impact behavior, this is unfortunately not the case. Organizations vary significantly in terms of size, industry, business offering and organizational make up. The complexity of diversity in a quickly changing work environment makes it nearly impossible to create a “one size fits all” approach in terms of scope. However, the field can align in content, making clear basic definitions to ensure for example, that “competency” based training has the same meaning across organizations.
5. Clearly define diversity training objectives. Individuals within organizations need to have a clear understanding of the objectives surrounding diversity training. Is it intended to ensure staff understand the laws surrounding discrimination, is it meant to help leaders attract and retain a diverse workforce, or is it being delivered to address an issue within the workplace? If organizational members can make a connection between diversity training, inclusive work environment, and achieving business results, this clarity can help to promote buy-in.
6. Diversity training needs to be specific and relevant. Diversity training needs to be organizationally relevant, and specific. Preliminary needs-assessments of the state of employees at all levels should be conducted for the most effectiveness. This approach will allow organizations to tailor the content of diversity training, and build internal subject matter expertise on the areas of importance. In addition to needs- assessments, pre-identification of goals and desired outcomes of diversity training will be the essential foundational piece that pushes the training in the right direction, or secures its failure from the beginning. The content of training needs to focus on obtaining behavioral

changes, versus base-level information retention. As reflected in the work of Cocchiara et al. (2010) and Bezrukova, Jehn, Spell (2012), and Anand and Winters (2008), organizations should not waste time simply providing overviews of differences in the workplace, but instead seek to change (where needed) employee behaviors, attitudes, and responses to these differences, providing goals and measurements to track, achieve, and maintain the desired changes.

7. Integrated and measured enterprise-wide. Additionally, diversity training needs to be systematically implemented throughout an organization (not a specific business unit, department, or role) since “group specific” training was noted as least effective. It is imperative that leadership buy-in to the training, participate, and establish goals associated with the training. Gaining insight into the effectiveness of diversity training, by soliciting employee feedback to determine how employees are transferring knowledge learned to their actual roles is also important.
8. Discontinue enterprise-wide, group-specific diversity training. Group based training increases awareness to differences, but in a way that is counter-productive. Focusing on differences in a manner that makes one group feel guilt, or empathy for a specific group does not translate into business results. This type of training was described by research participants as negatively impacting decision-making (i.e., providing an opportunity for someone because of guilt or embarrassment). The literature review (Anand & Winters, 2008; Cocchiara et al., 2010) also supports the ineffectiveness of stand-alone group based training

Limitations

There were four primary limitations to this research study. They included sample size, sample make-up, proportion of participants that had participated in diversity training, versus those who had not, and finally, the utilization of the condensed DRI.

Although the investigator collected demographic data, the sample size and make-up was not large enough to be representative of a specific group (industry, gender, job function, etc.). It is also important to note that the make-up of the research participants had a large representation of African-American females, and individuals who worked within Human Resources, thus making it difficult to generalize to the entire working

population. To the nature of the research these two components could potentially bias a portion of the data.

A total of 26 respondents had participated in diversity training, compared to 18 that had not. The investigator aimed for an even distribution of participants in both areas, but was unable to balance without significantly reducing the number of participants in the research study.

Lastly, the DRI Assessment is a tool intended to be utilized in both a self-report, and manager report format. For the purpose of this research study, it was only utilized in the self-report format. Additionally, the number of questions were significantly reduced to a “condensed” version of the scale. This was done based on the initial time testing of the DRI which exceeded what participants had agreed upon.

Suggestions for Further Research

Future research should shift the focus from what is not working in the field of diversity/inclusion, to what *is* working. Researching organizations that are truly diverse (beyond race/ethnicity, and gender), and determining what method of diversity training is being utilized, how it is measured, and how the training content is identified, and customized to be organizationally relevant is key.

Recommendations to Managers and Organizations

According to Pless and Maak (2004) there are four essential transformation stages necessary to building a diverse culture of inclusion; raising awareness, developing a vision of inclusion, rethinking key management concepts/principles and adapting HR systems and processes. Managers and organizations can leverage diversity training to create an inclusive work environment by establishing a work culture that allows individuals to do their best work, and contribute to the success of organizations regardless

of differences. The following eight actions can significantly impact organizational culture, and create an inclusive work environment:

1. Bring all voices into the conversation. Listen and respect diverse view points, perspectives, and encourage unique ways of thinking/problem-solving (avoid group think)
2. Utilize diversity training that is behavioral / competency based to modify undesirable behavior / attitudes. Awareness of actions is only the first step, not the end goal.
3. Establish goals and measure outcomes for diversity training prior to implementation. This includes creating an environment where individuals feel safe to express their viewpoints without fear of negative consequence
4. Acknowledge differences, don't ignore them, yet also seek to find commonality (where individuals can meet in the middle and find shared perspectives).
5. Recognize the importance of emotions in the workplace; place a high value on relationship building
6. Encourage good corporate citizenship (zero tolerance for inappropriate jokes, statements, or actions that create a hostile work environment, or single out individuals due to their unique characteristics). Challenge assumptions and mind-sets that are closed.
7. Make integrity and trust an organizational value. Expect individuals to act with integrity, and trust people to do their best work. This is essential as it relates to getting people from culturally diverse backgrounds to work successfully together.
8. Focus on open communication, where inclusion, trust, and respect are considered "norms."

In addition to leveraging diversity training to move towards a more inclusive work environment, the investigator would also recommend a significant shift in the type of diversity training currently deployed in a large segment of organizations. The shift would include combining all legal mandates training under compliance, and completely removing from diversity training. The purpose of this move is to shift the mindset from

group/race as the key proponents of diversity, and move towards a more inclusive model that focuses on the behavior and competency of all people.

Conclusion

The increase in workforce diversity is on the rise, and factors not previously considered, such as multiple generations within the workforce, same sex parents, etc. will continue to cause challenges. The field of diversity/inclusion is unique in that, it addresses training topics that are linked to organizational members' belief systems, values, and in some cases their moral fiber. These are all things that are typically fully developed before individuals join organizations. The challenge for the industry is not just how to address this complex arena, but how to get organizations to understand the NEED to address this arena. Then, to address them in a way that is productive, inclusive and aligned with achieving business objectives without making specific groups (typically White males) shoulder the burden for past inequities.

As we forge further into the millennium, and globalization takes a stronger foothold on organizations, the need to successfully work with members who may look, think, communicate and respond differently is essential. We are past the simplistic level of race/ethnic differences, and fully entrenched into a world where Emotional IQ, Cultural IQ, and an openness to the unique attributes of others, differences in perspectives, and ways of getting work done is essential to the success of our overall economy.

The research conducted by this investigator touched upon the need to more clearly define inclusion, and create/deliver organizationally relevant diversity training that impacts behavior. As the industry moves well into its 5th decade, it is this investigator's hope that diversity and inclusion will more readily meet the needs of organizations, and

find increased opportunities to help organizations build inclusive work environments, while aligning their people with business objectives.

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Appendix A: Diversity Relationship Indicator™ (Condensed Version)

Diversity Relationship Indicator™

(Condensed Version)

DRI Characteristic	DRI Statement
Accountability	I ask questions to better understand others at work who are different from me (such as race, ethnicity, sexual orientation, age/generation, etc.)
Diversity Management	I believe differences in the workplace can be a source of strength and competitive advantage
Interpersonal-Skills	I understand that my work style can impact others, and I make adjustments as necessary to increase effectiveness
Open & Inclusive Team	The quality of my work relationships with my colleagues is important to me.
Open & Inclusive Team	I feel included in the informal network of relationships in my workplace
Organizational Climate	My organization truly values differences, rather than requiring those who are different to conform
Self-Awareness	At work I am comfortable interacting with others who are different from me (such as race, ethnicity, sexual orientation, age/generation, etc.) Interpersonal Skills
Self-Awareness	In the workplace, I admit when I have made a mistake or was wrong about something

Appendix B: Experience with Diversity Training Survey

1. Have you participated in Diversity Training?
2. If you have participated in diversity training, please identify the training focus
 - a. Compliance/Legal Mandates
 - b. Sensitivity / Awareness
 - c. Business Case for Diversity
 - d. Skill-Building / Behavior based
 - e. Inclusion
 - f. Group Specific
3. What instructional methodology and/or technique were utilized in the diversity training you participated in?
 - a. eLearning
 - b. Facilitator Led
 - c. Blended (e-Learning / Facilitator Led)
 - d. Role-Playing
 - e. Other
4. Participation in diversity training has increased my skills in the following ways (Please select all that apply).
 - a. Increased ability to manage differences
 - b. Purposefully takes actions to create/maintain an inclusive work environment
 - c. Stronger awareness of how my biases impact my decision making
 - d. Increased willingness to have difficult conversations surrounding diversity
 - e. Other
 - f. No increase in skills/abilities
5. Did diversity training impact / alter your behavior?
6. If you answered “Yes” or “somewhat”, in what ways has your behavior changed?

Appendix C: Interview Protocol Guide

1. How do you define diversity?
2. Tell me about the various types of diversity training you have participated in (methodology/content)?
3. What does “inclusive work environment” mean to you?
4. From your perspective, describe how differences in the workplace impact performance or achievement of business goals
5. How do you perceive diversity training and its impact on your ability to manage differences (diversity) and create an inclusive work environment?

Appendix D: Consent Form to Participate in Research Study

Pepperdine University/Graziadio School of Business and Management Consent to Participate in a Research Study

Investigator: Lisa C. Woodson, contact number: (512) 966 -7265

Faculty Advisor: Ann Feyerherm, Ph.D.: (949) 223-2534

You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty. As a participant, you may also leave any question blank. Research studies are designed to obtain new knowledge. This new information may help people in the future.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in the research study. You will be given a copy of this consent form. You should ask the researcher, Lisa C. Woodson, any questions you have about this study at any time. Approximately 50 individuals will participate in this study.

Your active involvement will take approximately 15 minutes to complete the questionnaire and the Diversity Relationship Indicator survey instrument. In addition, should you choose to also participate in the telephone or face to face interview, it will take a maximum of 45 minutes of your time.

The steps required by you to participate in this study are as follows:

1. Read and understand the cover letter to consent form.
2. Read, understand, and sign the consent form. Return consent form to Lisa Woodson.
3. Complete the on-line questionnaire and Diversity Relationship Indicator Survey.
4. If interested, schedule a time slot with Lisa C. Woodson to participate in a telephone or face-to-face interview.
5. Participate in the interview.

All information collected will be kept confidential in a locked file cabinet, or stored electronically with a secure password. Data can be stored for up to four years before being destroyed (files erased or hard documents shredded). Only the researcher has access to any and all data related to this research.

Participants will not be identified in any report or publication about this study. Your participation is completely voluntary and appreciated. You may withdraw at any time without question or penalty. You have the right to ask, and have answered, any questions you may have about this research. If you have questions, complaints, or concerns, you should contact the researcher, Lisa Woodson at (512) 966 7265 or her supervisor Ann Feyerherm , Ph.D. at (949) 223-2534.

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject, or if you would like to obtain information or offer input, you may contact the Institutional Review Board at Pepperdine University at 310-568-5753. Title of Study: The Utility of Diversity Training in the New Millennium: Does it Impact a Leaders Ability to Manage Differences and Create an Inclusive Work Environment? Investigator: Lisa C. Woodson

Participant's Agreement:

I have read the information provided above. I have asked any/all questions I have at this time. I voluntarily agree to participate in this research study.

Signature of Research Participant

Date

Printed Name of Research Participant

Date

E-mail address to send link to survey for Research Participant:

Lisa C. Woodson

12/01/2012

Printed Name of Investigator

Date

Appendix E: Protecting Human Research Participants Certificate

