

CHAPTER I. INTRODUCTION

Problem Statement

Individual cultural competence is defined as a state of being capable of functioning effectively in the context of difference (Cross, Bazron, Dennis & Isaacs, 1989). Training in the areas of cultural competency, managing diversity, race relations, human relations, or sensitivity, has been around in one form or another for at least 25 years (Caudron, 1993; Henson, 1998; MacDonald, 1993; Williams, 1992). Within the past 10 to 15 years, corporations, along with public and private entities, have incorporated this type of training into their staff development curricula (Cox, 1994; Loden & Rosener 1991; Loden, 1996). For example, Xerox, Avon, and Proctor and Gamble have developed extensive diversity programs and have woven these programs into the fabric of their policies and procedures (Thomas, 1991). An essential part of attracting and retaining qualified, diverse talent is to foster a work environment that does not simply give lip service to awareness of diversity, but actually integrates diversity initiatives into a company's strategic plans (Cox, 2001; Leach, George, Jackson & Labella, 1995; Thomas, 1991). Thomas (1991) also stated that a critical factor in organizational competitiveness in the new global economy is the ability to function optimally in a diverse environment. Consequently, this trend has garnered the attention of business and industry and the hope is, according to Cox (1994), that these training initiatives will enhance working relationships among employees within work environments that are homogenous or heterogeneous (Cox & Beale, 1997).

The basic goal of the present study was to determine what impact diversity training had on employees' behavior toward those who were different from them,

knowledge of how to deal with issues of difference, and understanding and acceptance of those differences.

Cox (1994) developed the Interactional Model of Cultural Diversity (IMCD), wherein, he described how the atmosphere or the “diversity climate” of the organization (stereotypical views, intergroup conflict and institutional bias in human resources systems) could have a positive or negative impact on individual career outcomes (job satisfaction and compensation) and organizational effectiveness (productivity, problem solving, and workgroup cohesiveness). If employees perceive themselves as not being valuable to the organization, although their perceptions may not be fact-based, they will tend to not be as innovative, creative, or loyal to the organization. In addition, a study involving three groups (school teachers, stock brokers and police officers) revealed that the more these individuals felt valued by their organizations the more creative, innovative, and connected to their jobs they felt (Davis-LaMastro, Eisenberger & Fasolo, 1990).

Corporate America historically has struggled to communicate to employees who are different that they are valued (Loden & Rosener, 1991; Cox, 1994). Loden and Rosener stated that as a result of our colonial history, most American businesses and institutions have been shaped primarily by the values and experiences of western European white men who basically were, and still are, society’s dominant culture. They theorized that those who are different (e.g., people of color, women, and the disabled) tend to be viewed by the dominant culture as being “less than” or not as valuable as white able-bodied, western males. Thomas (1991) and Cox (1994) concluded that these views can cause employee productivity, staff morale and employer profitability to suffer. For

example, Cox (1994) indicated that three factors tend to influence how we deal with those who are different from us. He noted that we tend to treat people who are attractive better than those who are unattractive, that we treat those who communicate the same way we do (language or accent) more favorably than those who don't, and that the historical legacy of individuals in this country has an impact on how they are perceived and treated. He noted that the effects of slavery and Jim Crow laws (legalized discrimination), which existed in this country from 1619 until 1964, are prevalent in our society today and that most minorities, particularly those of African American descent, have experienced disparate treatment on either a micro or macro level. He defined "micro level" as a situation where an individual has had a personal experience (being followed around in a store, profiled by law enforcement or employment discrimination) and "macro level" as when a person has experienced unequal treatment in a more indirect way (relative or loved one was treated unfairly). Furthermore, Cox (2001) concluded that employees need to understand that working effectively with those who are different from them is a core competency that will be in demand more in the 21st century than ever before. Cultural competence training programs that are designed to teach managers how to lead a diverse workforce, and show employees how to work effectively with "others" need to be examined to determine their effectiveness (Carter & Spence, 1996; Cox, 2001; Gutierrez, Kruzich, Jones & Coronado, 2000).

One purpose of diversity training, according to Loden (1996), is to introduce employees to the benefits of understanding and respecting cultural diversity. Loden continued that while this training can increase openness and support for change it is not a panacea. Another of the best outcomes of diversity training is that people often acquire a

variety of approaches to thinking and problem solving (Laabs, 1993). Wheeler (1995) stated that different perspectives contribute to creative problem solving. He indicated that another purpose of diversity training is to eliminate the roadblocks to participation and creativity that can exist if a diverse workforce is hampered by a culture bound to the ethics, practices, and customs of the mono-cultural hierarchy.

Loden (1996) noted that an underlying assumption of diversity training is that individuals who participate can also increase their knowledge, ability to empathize, and their understanding of the variety of “worldviews” of other trainees by collectively sharing their personal stories, frustrations, challenges, and joys. She continued that the participants may have felt good about the training experience, and possibly could have rated the experience as having been positive. Yet, she also said that more research needs to be conducted to determine the long-term effectiveness of these training initiatives.

Significance of the Problem

Companies are being required to compete in the global market place, and many businesses, including familiar names like IBM, Exxon, Coca-Cola, and Dow-Chemical, were deriving more than half of their revenue from overseas markets (Cox, 1994). Our culture (values, attitudes, beliefs, traditions and patterns of thinking) governs our behavior, influences our spending habits, and has an impact on our productivity in the workplace (Cross et al., 1989). Consequently, employers (non-profit and for profit) with strong diversity training initiatives designed to help employees recognize the importance of knowing how to deal effectively with issues of difference, along with understanding and acceptance of those differences, will be more effective at managing diversity, and be at a competitive advantage in the 21st century. However, according to Gutierrez et al.

(2000), very little data are available to assess what impact this type of training has had on the workplace.

Issues surrounding cultural diversity are prevalent in health care organizations (Davidhizar, Dowd & Newman, 1999). Furthermore at the peak of the Civil Rights Movement in the late 1960s, the doors of opportunity started opening to minorities interested in entering the health profession. They also noted that numerous health disparities between minorities and non-minorities in areas of disease and mortality were evident across the country. Therefore, it was hoped that by increasing the number of providers from minority groups (African Americans, Hispanic, Native Americans, and Asians), healthcare could be improved. Respect for differences has been an integral part of the development of the United States, and that it was a lack of respect of differences in their countries of origin that brought many immigrants to the United States. Despite the fact that immigrants played a major role in the founding of the nation, today many of the descendents of these persons find it difficult to respect others who are different. Managers in healthcare must be instrumental in facilitating the development of respect and appreciation and value for the differences that exist among people. Conducting a phenomenological study of the effectiveness of diversity training could provide leaders in the healthcare industry with valuable information that could be used to enhance the quality of working relationships among healthcare workers (Carter & Spence, 1996).

Diversity training and development tend to enhance an individual's personal and professional effectiveness and facilitate the successful adaptation of social and demographic changes (Morrison, 1996). These changes lead to enhanced customer satisfaction, marketplace success, and nurture fairness, and equity. Morrison further

stated that laboratory, and field researches have demonstrated that, on complex tasks, well-managed diverse teams out-perform well managed homogeneous teams in both quality and quantity. Also, according to a federal Glass Ceiling Commission study conducted in 1995, Standard and Poors 500 companies have shown that companies that were rated in the bottom 100 on diversity-related measures earned an average of 7.9% return on investment, while companies rated in the top 100 earned an average of 18.3%. Thomas (1991) also indicated that in today's uncertain economy, recognizing and advancing the concept of cultural competence/diversity within an employer's workforce and customer base is a fundamental driver of success.

Purpose Statement

The purpose of the present study was to evaluate the effectiveness of diversity training among healthcare workers at the Medical College of Ohio (MCO). Effectiveness was determined by measuring the employee's knowledge, acceptance, understanding, and behavior as a result of the training.

Research Questions

1. What meaning do trainees attach to diversity training?
2. What was the essence of their diversity training experience?
3. What impact did the meaning and essence of the diversity training experience have on the trainee's knowledge, understanding, acceptance and behavior toward those who are different from them?
4. What is the perceived effectiveness of diversity training on the understanding, acceptance, knowledge and behavior of employees at MCO?
5. Which instructional strategies, training techniques, pedagogy, and practices enhanced

the diversity training experience?

6. How were the employees' understanding and acceptance of co-workers who are different from them enhanced as a result of the training?

Rationale

A significant number of corporations spend as much as 8 million dollars a year on diversity training but have not made the same financial commitment to evaluate the effectiveness of the training (Henson, 1998). Many employers feel that certain types of training sessions are necessary, but that there is no need to evaluate them (Rynes & Rosen, 1995). Henson (1998) indicated that some very large, well-known corporations such as Honeywell, Digital, and Xerox have well established diversity training programs and are proud of their accomplishments. Yet, they also acknowledge that they have devoted so much money, time, and energy to maintaining a quality program that they have not taken the time to shift their focus to program evaluation. The trainers described evaluations as not useful, contradictory to the tenor of their training, or a means of revenge by participants who did not like the experience of confronting their own biases. Gutierrez and Nagda (1996) stated that some trainers expressed hostility toward the use of any form of empirical evaluation.

A study was conducted on the impact of diversity training on a for-profit corporation and an institution of higher education (Henson, 1998), and in-depth interviews with 13 diversity consultants to discuss the methods they used to evaluate diversity-training programs were also conducted (Gutierrez & Nagda, 1996). However, a qualitative study that which evaluates the effectiveness of working relationships among healthcare workers before and after diversity training could provide leaders of agencies

and organization with information that can be used to improve efficiency, profitability and productivity (profit and non-profit). In addition, according to Leach, et al. (1995), diversity training will enhance an organization's ability to assess an employee's knowledge, understanding and behavior concerning diversity related issues which tends to have a profound impact on the organization's ability to deal with issues of difference.

MCO has invested, within the past 6 years, over \$250,000 by hiring outside consultants to develop a diversity training initiative tailored to the culture at MCO, to provide the initial training and to train an internal group of MCO employees on how to provide on-going training to the staff. Evaluations of all the sessions have been extremely favorable and the number of OCRC (Ohio Civil Rights Commission) and EEOC (Equal Employment Opportunity Commission) complaints filed against the organization decreased significantly during that six-year period. However, no baseline data have been collected and analyzed to determine the effect the training has had on the staff. Data uncovered as a result of this study could be very helpful to organizations in the public and private sectors that are considering whether or not to offer this type of

Definitions of Variables

Meaning: The thing one tends to convey by language; something meant or intended; significant quality, implication of a hidden or special significance. For purposes of the present study meaning was measured through interviews, analysis of transcripts, field notes and observation (Wolf, 1980)

Essence: The individual, real or ultimate nature of a thing; something that exists; of the utmost importance. For the purpose of this present study essence was measured through interviews, observation and document analysis (Wolf, 1980)

Knowledge: The fact or condition of knowing something with familiarity gained through experience or association; the fact or condition of being aware of something. For the purposes of this study knowledge was measured through interviews (Wolf, 1980)

Understanding: The capacity to comprehend general relations of particulars; the power to make experience intelligible by applying concepts and categories. For the purposes of this present study understanding was measured through interviews and observation (Wolf, 1980)

Acceptance: Approval, the act of accepting; to receive with consent, to receive within the mind; an agreeing either expressly or by conduct with the act or offer of another. For the purposes of this present study acceptance was measured through interviews and observation (Wolf, 1980).

Behavior: The manner of conducting oneself; anything that an organism does involving action and response to stimuli. For the purposes of this present study behavior will be measured through observation and interviews (Wolf, 1980).

Definitions of Terms

This study included a number of terms that could be interpreted in various ways. To facilitate an understanding of the terms utilized in this study, definitions are presented below. The definition of diversity, for the purposes of this study, was taken from the book entitled *Creating the Multicultural Organization* (Cox, 2001). This definition was chosen because it captures the essence of most of the definitions of diversity that I have seen. The term cultural competency was adapted from Cross et al.'s (1989) monograph entitled *Toward a Culturally Competent System of Care, A monograph on effective services for minority children whom are severely emotionally disturbed*.

Affirmative Action: Refers to specific hiring and promotional goals and time tables that are used to correct imbalances in the makeup of the organizations workforce (Loden & Rosener, 1991).

Bigotry: One who is obstinately intolerantly devoted to his own church, party, belief and opinions (Wolf, 1980).

Cultural Competence (individual): A state of being capable of functioning effectively in the context of difference (Cross et al., 1989).

Cultural Competence (organizational): Cultural Competence for the organization is a set of congruent practice skills, attitudes, policies and structures that come together in a system, agency or among professionals and enable that system agency or those professionals to work effectively in the context of cultural differences (Cross et al., 1989, Lindsay et al., 1999).

Culture: Values, attitudes, beliefs, customs, traditions, patterns of thinking, norms and mores. Learned behaviors ideas and perceptions passed from generation to generation (Cross et al., 1989)

Diversity: Is the variation of social and cultural identities among people existing together in a defined employment or market setting (Cox, 2001).

E.E.O.C.: Equal Employment Opportunity Commission (Loden, 1991).

Ethnocentrism: The tendency is to view the norms and values of one's own culture as absolute and to use them as a standard against which to judge and measure all other cultures (Zastrow, 1993).

Institutionalized Racism: A condition in which the structures and systems deny access to rights or resources to a group of individuals based on racial differences (Zastrow, 1993).

Managing Diversity: A comprehensive managerial process of developing an environment that works for all employees. This process should be integrated into all management functions. Power is shared and managers are held accountable for diversity. Policies, procedures and organizational climate are changed to ensure success and advancement of all people. The culture of the organization is examined and roots that are hindrances are changed (Thomas, 1991).

O.C.R.C.: Ohio Civil Rights commission.

Prejudice: A set of attitudes in which misjudgment is generalized to a cultural group coupled with avoidance, stereotypes or fear of the group (Zastrow, 1993).

Valuing Diversity: Recognizing and appreciating that individuals are different. Encouraging sensitivity to and opening discussion about different values, perspectives and ways of doing things. Exploring how differences might be tapped as assets in the workplace. Fostering acceptance of individual differences and enhancing work relations between people who are different (Cross et al., 1989).

Limitations and Delimitations

The diversity training offered by the Medical College of Ohio was short term, was not implemented as a result of court order, and was supported by the institution's leadership. The instructors were diverse, qualified, and experienced. The group trained was generally heterogeneous. A larger sample size with different demographics may have generated different data and conducting the study at the researcher's place of employment may have had an impact on the quality of the data collected. The post interviews may have been conducted too soon after the training and the pre interviews may have been conducted too close to the training.

Introduction to the Next Chapter

In the next chapter I will review the current literature beginning with a comprehensive examination of diversity training. I will then explore the role of culture within our society followed by an analysis of diversity within the workplace, demographics, diversity and economic empowerment. The chapter concludes with a review of evaluation of training and transfer of training models.

CHAPTER II. REVIEW OF THE LITERATURE

The research reviewed herein illustrates much of the literature regarding the effectiveness of diversity training, why this training is important and the best methods for ensuring that what is learned during the session is transferred to the work environment. The culture and personal development of the individuals who participate in diversity training seem to influence the outcome(s) and evaluation of the training experience. The researcher has therefore organized the review into five major sections: Diversity Training, Culture, Diversity, Training Evaluation, and Transfer of Learning.

Diversity Training

As we learn about ourselves and the world around us we are constantly trying to make sense of the events that occur in our lives. Consequently, it is often a struggle to overcome barriers we may have subconsciously erected in our minds that tend to preclude us from accepting, enjoying, appreciating and understanding different experiences of other people. Our inability to “connect” with those who are different from us, particularly in the workplace, often results into a gap that needs to be bridged. Teaching employees to work toward functioning effectively in the context of those differences (cultural competence) individually in the form of diversity training has been used by organizations since the late 1980s and throughout the 1990s as a mechanism for bridging that gap.

Diversity training was new and virtually untried in most organizations prior to the 1970s and a variety of obstacles exist to limit the success of diversity training (Thomas, 1991). Thomas noted that one of the main obstacles identified is that corporations often uncover sensitive issues and problems, but then do not provide employees a means to

solve the problems. Since the 1960s universities have addressed affirmative action guidelines in terms of faculty hires and student admissions and these social concerns have become institutionalized in the American university campus and classroom (Henson, 1998). Henson stated that diversity training has become mandatory in some arenas, mainly law enforcement and governmental agencies, and appears to be partly a reflection of the times. She stated that these efforts are also partially driven by specific instances of discrimination, harassment, and hate speech on many campuses. In addition she noted that universities increasingly are providing some form of diversity training for various campus populations and faculty and students often address diversity issues in the classroom.

Through an emphasis on diversity or multiculturalism many campuses now offer courses on ethnicity, race, and gender that focus on exploring student and faculty experiences outside the classroom. However, Guiterrez et al. (2000) stated that diversity training is no longer in its infancy and hard questions need to be asked about its effectiveness. Increased recognition that diversity training can have unintended costs to the organization (Isui, Egon & Reilly, 1992; Overmeyer-Day, 1995) as well as its intended benefits, requires managers to play a proactive and informed role in shaping training efforts in their agencies.

Academic diversity is often referred to as “multiculturalism” which is generally considered a philosophy and ideology that centers around addressing race, class, gender, ethnicity, and disability in an effort to promote equality and social justice (Grant & Sleeter, 1986). As a cultural and intellectual phenomenon, academic diversity grew out of the civil rights movement of the 1960s and 1970s (Grant & Tate, 1984). Although

diversity training is not offered on every university or college campus, a significant number of universities and colleges are taking cues from the corporate diversity approach that acknowledges that diversity affects employees at every level of an organization (Bell, Hunt, Ingle & Well, 1992). Henson (1998) stated that diversity education derives from the emergence and acceptance of active and collaborative learning theories in which power and authority in the classroom are examined and perhaps altered.

Organizations have responded to the challenge of workplace diversity by offering training programs designed to improve working relationships by changing intrapersonal beliefs and attitudes (MacDonald, 1993). Cross culture (or diversity) training enables the individual to learn both content and skills that will facilitate effective cross-cultural interaction by reducing misunderstandings, and inappropriate behaviors (Black & Mendenhall, 1990). Furthermore, if this is accepted as the major objective of cross-cultural training, it becomes necessary to understand how people learn to appropriately interact with others, and the dynamics of difference must be understood at the practice level. The Cross model, involving the five elements of cultural competence (awareness and acceptance of difference, awareness of one's own cultural values, understanding the dynamics difference, developing cultural knowledge and applying the cultural knowledge to the context of the client or situation) and the cultural competence continuum, have been adopted by national consultants, healthcare institutions, corporations and organizations throughout the country as a means for helping companies and their employees to work toward becoming more culturally competent (Campinaha-Bacote, 1994; Cross et al., 1989, 1996). This model has also been viewed as part of a cultural proficiency model with proficiency as the final stage (Lindsey, Robins. & Terrell, 1999).

A full definition is given later in this chapter. These models have proven to be very effective tools for enhancing the delivery of healthcare services because they tend to coincide with an interpretivist (also referred to as constructivist) paradigm that portrays a world that is socially constructed, complex, and ever changing (Glesne, 1999). For example, our culture helps to shape our worldview, which is socially constructed and living a healthy lifestyle tends to be complex and the status of our health is ever changing.

The Cross model was introduced to the country in the early 1990s and at a National Training of the Training (TOT) conference on Developing Cultural Competence Individually and Organizationally held in the spring of 1996 in Traverse City, Michigan. This TOT was an invitation only event and over 100 trainers representing every state in the United States were invited to attend. Each state was allowed to send two representatives and the state mental health departments within each state were responsible for sponsoring their representatives. The participants in the TOT were authorized to return to their respective states and to use the training materials and they were encouraged to share the information taught with the constituents they represented. The curriculum has been used extensively throughout the country and employers quickly realized that individual cultural competence can also have organizational implications. If employees develop an awareness and acceptance of difference individually the organization can move toward valuing diversity. Awareness of one's own cultural values individually can result into self-assessment (organizationally) and understanding the dynamics of difference can help an organization manage for the dynamics of difference. The more individuals work toward developing cultural knowledge the more the

organization can institutionalize the development of cultural knowledge. The ability of individuals to adapt practice to the context of the client can lead the institution to adapt diversity-policies, structure, values and services.

Cross et al. (1989) discussed one situation of how a person can adapt practice to the context of the client or to someone they meet, by describing what happens when two individuals meet to shake hands. If someone from a culture in which a limp hand is offered as a symbol of humility and respect (as in some Native American groups), while mainstream American males judge another males' character by the firmness of the handshake, each will walk away with an invalid impression of the other. Different cultures also have different values about the meaning of silence, and in the dominant culture silence is often regarded as resistance. Cross et al. noted that in some Native American and Asian cultures, silence is a way of showing respect and being polite, and they are often misjudged on the basis of their silence. Some Native American groups express politeness through maintaining an agreeable demeanor when, in fact, they (Native Americans) may have little or no understanding about what is expected of them in the context of the interaction. Black and Mendenhall (1990) stated that training which provides a means for modeling behaviors such as being tolerant of ambiguity (or vagueness) or reserving judgment about the actions of others, and the consequences of such behavior, can serve as an important vicarious learning experience for the trainee, and can result in cognitive behavior/consequence associations as well as efficacy, and outcome expectations.

One example of cross-cultural adjustments being necessary involved two teams that went through an interaction simulation called Bafa Ba Fa in which both teams tried

to trade with each other without knowing the other's rules of training (Earley, 1987). This training was designed to prepare the trainees to do business in South Korea. Debriefing sessions illustrated that without knowing the rules, most participants made inaccurate attributions that had a dysfunctional effect on their attempts to trade. Thus, trainees were able to make anticipatory behavioral adjustments by determining to reserve judgment about the actions of South Koreans until they had more information that, subsequently, had a positive effect on their adjustments to South Korean culture. However, very little research has been done to determine what aspects of training, particularly diversity training, enhance the transfer of knowledge gained during the training that a trainee can use in the workplace (Rynes & Rosen, 1995).

Carter and Spence (1996) indicated that anecdotal evidence suggested that diversity training already has made a difference in staff relations and in quality of care at Hurley Medical Center, a 490-bed health facility with over 3,000 employees. For example, after the training one employee said that she could now relate more personally with fellow employees who attended the session. She stated that she could hug and talk with them without barriers. Carter and Spence also noted that the training appears to have improved Hurley's financial outlook. Three years prior, in 1991, Hurley experienced an annualized loss of \$7 million. Three years later Hurley showed the largest profit in its history (\$10.2 million) much of it due to its integrated approach to improving service. This approach included cultural diversity/customer service training and marketing. Hurley Medical Center believes that its expertise in cultural diversity and immeasurable word-of-mouth advertising from satisfied customers, were major contributing factors to the company's financial turnaround. A qualitative study on the effectiveness of diversity

training on healthcare workers at the Medical College of Ohio could help the institution uncover what impact the training has had on the participants (individually) and MCO (organizationally).

Goals and Structure of Diversity Training

By design, diversity management initiatives promote individual and organizational change (Arrendondo, 1996). The potential level of change desired by the organization is directly related to the goals targeted by diversity training (Rouse, 2001). These goals include imparting awareness or knowledge, skill building (Hayles, 1996), and changing the organizational culture. Diversity training may sound safe and predictable while diversity itself can be challenging to handle (Pearlman, 1996). Pearlman stated that Ernst and Young implemented diversity training in 1994 to increase awareness of diversity, to communicate issues related to diversity and to identify the business case for diversity, to develop skills for managing diversity, and to develop personal plans to improve their valuing of diversity. According to Loden (1996) the information imparted can include knowledge of demographic changes, Title VII of the Civil Rights Act of 1964, and organizational policies. The knowledge could also pertain to how such differences affect individual behavior, the value added by diversity, the dynamics of prejudice, and the nature of oppression (Ferdman, 1994; Winterle, 1992). Loden stated that in order to increase empathy and cross-cultural understanding, cultural diversity awareness training encourages people to share personal histories and compare their own experiences with those of others. She noted that an underlying assumption of diversity training is that individuals who participate can increase their knowledge, ability to empathize with others and their understanding of the differential impact of the

corporate culture by sharing stories, and hearing about other's experiences, frustrations, challenges, and joys. However diversity training can cause more problems than it solves (Dollahon, 1997). According to Dollahon often the training facilitators and their messages come across as condescending, if not insulting. He said that telling a group of trainers that everyone in the room practices discrimination whether they know it or not tends to offend those who have worked their entire adult life trying to be fair and honest. Loden (1996) stated that to avoid backlash, training must be built around a broad definition of diversity that includes everyone and that trainees must be provided the opportunity to think through ideas and perceptions within a safe learning environment. Also, in order to ensure a high quality of professionalism, trainers must model, and encourage respect, cooperation, openness, and increased understanding.

The experts maintain that the design and implementation of diversity training should be guided by a needs assessment (Baytos, 1995; Hayles, 1996; Wentling & Palmer-Rives, 1997; Wheeler, 1994) or cultural audit (Thomas, 1991). The design and content of training conducted at one location may be counter-productive at another (Arrendondo, 1996; Baytos 1995), and the organization should be appraised to ascertain its unique needs and cultural climate. Proposed methods for obtaining the requested data include surveys, interviews, focus groups, bench marking (Hayles & Russell, 1997; Wheeler, 1994), document reviews, and finally direct observation through site visits or walk-through (Winterling & Palmer-Rivers, 1997).

Diversity Training and Adult Development

Henson (1998) stated that the belief that adults can and do experience attitudinal change at different stages of adult development is supported in much of the humanist

paradigm of psychology and education. The process of changing of attitudes and challenging one's previously accepted beliefs is reflected in the need of adults to grow in perspective and to self actualize to their highest potential as individuals (Maslow, 1982). A stage theory of adult moral development proposed a model that, in part, centered around adult attitudinal change marked by developing concerns for moral and humanistic issues (Kohlberg, 1981). Teaching adults in the workplace is a means for organizations not only to increase work competencies, but also to increase their employees' ability to meet their personal needs for safety, affection, esteem, and self actualization (Knowles, 1980, 1984). This assertion coincides with one of the more central objectives of diversity training initially, which is to create an environment where the needs of each individual employee can be appreciated and ultimately met (Jamieson & O'Mara, 1991). Knowles (1980, 1984) asserted that adults can change and such an affective or attitudinal change often occurs through major life events that alter an adult's perspective, like marriage, the birth of a child, or death of a loved one. Adults possess a readiness, and often a need, to learn and are open to the changes required by the process of learning (Graves, 1984). Individuals usually need pressure to change, must define their own meaning of change, need time to change, and must feel a need to change (Fullan, 1991). Graves (1984) also stated that tasks and roles of an adult's life already demand a good deal of adjustment, accomplishment and learning. He further stated that adult learning works best when it is problem-centered, as adults enjoy solving or addressing problems and are often able to apply their real-world experience to the subject at hand. Such a desire could certainly be realized as the result of a person's participation in diversity training. People can apply

what they learned during the training (experiential learning) to assist them in their effort to deal with issues at work, within their family, community and society.

Vertical stressors within an individual's life always have an impact on how an individual deals with the horizontal stressors and the different stages of the life cycle (Carter & McGoldrick, 1995) that also impacts a person's adult development. Vertical stressors are defined as one's genetic make-up and physical or mental issues in the immediate family (alcoholism, drug addiction), extended family (family rituals, secrets, taboos), the community (volunteerism, little time for leisure), and the society (racism, sexism, ageism, consumerism, povertyism). Horizontal stressors are defined as chronic illness, untimely death, unemployment (personal), war or recession. Carter and McGoldrick indicated that both types of stressors cause adults to not only challenge their own beliefs, values, attitudes (or culture), but to also challenge an organization's culture. Successful diversity training also demands that adults be engaged in critical self reflection, as it has been argued that the extent to which they have questioned their own personal neuroses and biases and have determined how secure they are with their own identity (Fernandez, 1991).

Outcomes of Diversity Training Initiatives

Productivity increases when employees perceive that they have full opportunity to accomplish their goals (Wheeler, 1995) and, according to Morrison (1996), within organizations that value diversity, employees are more able to express creativity, contribute ideas and solutions, seek challenges, and assume leadership. Seeking out diverse opinions from a homogenous group is one thing, but involving culturally diverse groups in problem solving and decision-making can present significant challenges to a

leader (Watson, Kumar, & Michaelsen, 1993). Watson et al. (1993) noted that research has shown that it takes time to reach high levels of performance from culturally diverse groups and homogenous groups are likely to significantly outperform culturally diverse groups on measures of problem identification, quality of solutions, and overall performance in the initial weeks of a task. In the initial phase of a project, homogenous groups are better at group processes than culturally diverse groups. Eventually these differences disappear and over time, both types of groups improve. Nonetheless, the diverse groups improve more and the performance converges. After 13 weeks of working together, diverse teams close the performance gap with teams of like individuals and begin to take the lead in range of perspectives they examine and in the generation of multiple alternatives. After 17 weeks, differences in overall performance or group process disappear and Watson et al. (1993) noted that:

The silver lining of the study is that diversity is not only a social imperative but makes good business sense; the dark cloud is that it takes a while to realize those gains. As our workplaces and communities become more diverse, it's crucial that leaders take the time to realize those gains. They're clearly worth it (p. 162)

Wheeler (1995) indicated that at Harvard Community Health diversity training is considered critical to business success and productivity in a variety of ways. According to Wheeler, the Vice President of Diversity at Harvard Community Health explained:

Paying attention to diversity will help us become more productive and better at solving problems. It will help us meet strategic goals and allow us to recruit competitively for new talent and members; cultivate a high quality work environment and positive staff morale; serve and satisfy our increasingly

multicultural membership; maximize talents in the organization and minimize costs and generate more perspectives and therefore a better way to solve problems. (p. 200)

Culture

Most discussions of cross-cultural interaction begin with a definition of culture (Black & Mendenhall, 1990). One study cited over 160 definitions (Kluckhohn & Kroeberg, 1952). Culture can be defined as set of meanings, behavioral norms, and values used by members of a particular society as they construct their unique view of the world (Committee on Cultural Psychiatry, 2002). The committee further stated that these values or reference points include areas such as social relationships, language, nonverbal expression of thoughts and emotions, religious beliefs, moral thought, technology, and financial philosophy. The committee continued that cultural factors interact with and are molded by the specific historical experiences of individuals as well as by one's race gender, age, values, belief systems, country of origin, family migration, events and language. In addition they indicated that throughout one's life these variables interact to shape what ultimately becomes a personal identity. Cultural factors, according to Cross et al. (1989), do not dictate our behavior but tend to have a major impact on shaping and influencing our behavior and worldview. They noted that a purposeful self-examination of cultural influences can lead to a better understanding of the impact of culture on one's own life that can lead one to fully appreciate the complexities of cross-cultural interactions. Communication patterns, which will either help or hinder, cross cultural interaction are passed down from one generation to the next and tend to become the norm for a particular culture.

Kluckhohn and Kroeber (1952) concluded that culture consists of patterns of behavior that are acquired and transmitted by symbols over a period of time, which become generally shared within a group and are communicated to new members of the group in order to serve as a cognitive guide or blueprint for future actions. The biggest barrier for a new project team whose members hail from different parts of the world is not language, physical space, or time-zone differences (Stanoch, 1999). Stanoch stated that it is the “baggage” they carry in their own cultural suitcases and that there are three value sets that fill these cultural bags; the value sets originate from our families, our countries, and the organizations we work for. She defined the family set as composed of norms we learned from our family of origin including such important life skills as stability, security, safety, religion, education, and health. Our values come from the countries in which we were raised, and our corporate values generally reflect a combination of both national and personal values. Stanoch stated that in order for multicultural groups to work together successfully, it is essential that leaders establish team values representative of all the cultures of the new multicultural group.

The Cultural Competence Continuum

If people who have different culturally-based behaviors and beliefs must interact, difficulties arise because faulty attributions may be made about the motives and meanings of the others’ behaviors since attributions are based on the attributors’ own cultural norms and world view (Bochner, 1982). According to Cross et al. (1989) this worldview is shaped by a continuum of behaviors on which individuals operate, ranging from cultural destructiveness (culture as a problem) to cultural incapacity (not interested in serving people who are different), to cultural blindness (color/culture does not make a

difference), to cultural pre-competence (recognizes there is a problem), to basic cultural competence (acceptance and respect for individual differences), to advanced cultural competence (adding new knowledge to the field, developing research technology). Cultural proficiency replaces advanced cultural competence in another model (Lindsay et al., 1999) and is defined as the values and behaviors of an individual that enables that person to interact effectively in a culturally diverse environment.

The Five Elements of Cultural Competence

According to Cross et al. (1989) one achieves basic cultural competence by developing an understanding of the five elements of cultural competence and incorporating those elements into how one behaves toward those who are different from them. Awareness and acceptance of difference (first element), awareness of one's own cultural values (second element), understanding the dynamics of difference (third element), developing cultural knowledge (fourth element) and applying the cultural knowledge to the context of the client or situation (fifth element). These elements will help individuals to understand that the most important part of culture is that which is hidden and internal but which governs the behavior encounter. According to Thomas (1991) culture from an organizational perspective can be conceptualized as a tree. In this organizational tree, the roots are the corporation's culture and are, of course, below the surface, invisible. But they give rise to the trunk, branches and leaves – the visible parts of the tree. Thomas stated that nothing can take place in the branches and be sustained naturally unless it is congruent with the roots. The roots determine a company's behavior with respect to diversity issues. Unfortunately decision makers within a significant

number of organizations don't understand how the roots of an organization can impede the enhancement of cross-cultural relationships within the workforce (Thomas, 1991).

Unity Versus Sameness

One reason why cross-cultural issues surface in the workplace is because individuals confuse unity with sameness. Unity is not equal to sameness just as a husband and a wife can become one even though there are obvious physical, temperamental, and personality differences (Evans, 1995). Similarly, cultures and races can be one without being the same. Evans indicated that in order to have unity there must be oneness of purpose and both parties must be willing to move forward in a central direction for the common good of all involved. Evans noted that the unbelievable power of a myth also contributes to cultural conflicts. He explained that myths are traditions passed down over time in story form as a means of explaining or justifying events that are lacking in either scientific evidence or historical basis. Furthermore the study of myths (mythology) gives great insight into how societies answer questions about the nature of the world and the role of people in it. One very important element of myths is their ability to explain social systems, customs and ways of life and they also explain, to some degree, why people from a cultural perspective act the way they do. He related that myths often have strong religious tendencies associated with them. For example, whereas folk tales and legends are developed and told for entertainment and amusement, myths are viewed as sacred and, therefore, true. In reality these myths may or may not be true. Nonetheless, myths are powerful because they are believed and, therefore, become the basis of our actions as individuals, as families, and as the society at large. Evans further stated that myths develop like a pearl inside an oyster shell. When a grain of sand

gets caught in the oyster shell, it is continuously coated by secretions and moisture until a valuable pearl is formed. In the same way the continuous secretions of societal standards justified by religious principles, create a mythical pearl that is accepted as both valid and valuable by society. Evans stated that these myths are accepted by a majority of people and their leaders and as a result they become imbedded in the culture. He also stated that education, politics, religion, economics, and every other arena of life are defined by the myth, and its tradition. Myths tend to authenticate themselves; after all, everybody believes them. Once this happens nothing short of a catastrophic upheaval can change or reverse them.

Diversity

Diversity can refer to multiculturalism, diverse cultural background (Loden, 1991), population base (Cox, 2001; Cheng, 2002), race relations (Leach et al., 1995) or cross-cultural issues (Thomas, 1991). Cox (2001) indicated that diversity has many interpretations, and that it is neither so broad as to mean any difference between people nor so narrow as to be limited to differences of gender, and race. He stated that diversity is not just another name for affirmative action, nor is it a name for nontraditional or “minority group” members of organizations, or a synonym for EEO (Equal Employment Opportunity). Cox (2001) defined diversity as “the variation of social, and cultural identities among people existing together in a defined employment or market setting” (p. 3) Within this definition he indicated that the phrase social and cultural identity refers to the personal affiliations with groups that research has shown to have significant influence on people’s major life experiences. He noted that these affiliations include, but are not limited to, gender, race, national origin, religion, age cohort, and work specialization.

Cox further stated that employment and market systems can include churches, schools, factory work, teams, industrial customers, baseball teams, and military units. Loden (1991, 1996) said that the best way to arrive at a broad, workable, workplace definition that is inclusive is to include in the definition those important human characteristics that impact individuals' values, opportunities and perceptions of self, and by highlighting how individuals aggregate into larger subgroups based upon shared characteristics. She noted that using these criteria, a workplace definition of diversity would minimally include, age, ethnicity, gender, mental/physical abilities and characteristics, race and sexual orientation. She indicated that these differences represent core dimensions of diversity because they exert an important impact on our early socialization. Loden also stated that beyond these dimensions there are many secondary dimensions such as communication style, education, family status, military experience, organization, religion, first language, income, work style, work experience, and geographic location that play an important role in shaping our values, expectations, and experiences. She further stated that these core dimensions are less visible to others around us and more variable in the degree of influence they exert on our individual lives. Consequently, it is the responsibility managers of today and tomorrow to help employees understand that although diversity training is not a panacea, it (diversity training) can be one tool for helping employees to work more effectively with others (Loden, 1996).

Diversity in the Workplace

Thomas and Woodruff (1999) stated that managers in diversity-mature organizations acknowledge that life is more complex when diversity is expressed, but they understand that this is part and parcel of diversity dynamics. They are willing to

experience the tensions that can arise when significantly different people work together. Thomas stated that tension can be experienced at any scale, and it may be present in the interactions between two departments located in a single building, or between two subsidiaries in widely separated countries. He continued that the organization's response is the same: tolerate the tension while taking time to analyze the circumstances fully. Then, undaunted by the presence of complexity, the leaders are in a position to take effective action. Thomas stated that because managers in diversity-mature organizations understand the link between diversity management and organizational success, they experience no undue stress in response to diversity tensions.

According to Cox (1994), Thomas (1991), and Loden (1991, 1996), within the context of the current workforce demographic trends, a major competitive factor for organizations is attracting and retaining the best available talent. Companies have begun to use publicity as a recruitment tool and often seek to be featured on publication lists of "best companies" for women and minorities (Thomas, 1991). Cox (1994) stated that many corporations have had successful recruitment programs for women and minorities. However, these organizations also experience a significant amount of turnover if the environment is not conducive to the individual being allowed to perform to his or her highest level of potential (Thomas, 1991). Thomas (1996) indicated that it is necessary to facilitate operational implementation by developing new cultural roots within the organization, modifying systems as necessary and fostering the continuing process of mindset shifting. Thomas (1996) further found that it also requires a continuing process of personal internalization along with adopting new diversity management skills and behaviors. He continued that as mindsets shift and personal internalization evolves the

organization must begin to train employees in applying diversity management approaches and action options. The goal, according to Thomas, is to help employees develop skills in recognizing diversity mixtures, diagnosing contingencies and applying various action options.

The glass ceiling (or the lack of advancement for minorities and women) is another cause of high turnover rate, and Wheeler (1995) found that one large high-tech firm revealed that one hundred percent of its African American employees from a representative sample perceived that a glass ceiling existed in the organization. He noted that the glass ceiling and biased systems prevent upward mobility and representation in the decision making ranks and also prevents employers from fully tapping into valuable employees from underrepresented demographic groups. Most black managers feel that in order to satisfy the values and experiences of the white corporate hierarchy they must run a gauntlet of contradictory pressures (Jones, 1986). Furthermore, running the gauntlet means being smart, but not too smart, being confident but not egotistical to the point of alienation. It also means being courageous but not too courageous in areas threatening to whites, being accepted as a leader for whites and not being seen as an Uncle Tom by blacks. Jones also indicated that according to Abraham Zaleznik, a social psychologist at the Harvard Business School, if companies promote only those blacks “who are going along with the values of others, they are eliminating those blacks who have more courage, leadership potential and a better sense of self worked out” (p. 210). Employers must make a concerted effort to create an environment that is conducive to all employees developing the necessary skills to interact and work with individuals from a variety of cultures.

Effective relationships in a diverse environment (and in fact, all relationships) are two-way streets (Gardenswartz & Rowe, 1998). These relationships require give and take and sensitivity for newcomers to learn to adapt to a culture or environment that is different from their own. However, they also noted that effective relationships require the organization to broaden its base of acceptable behaviors. They continued that at its best, acculturation involves a willingness to accommodate some of those differences, that the very issue of acculturation is a heated one and it implies building a base of common experience and understanding. It also means cultivating the unique contributions made by different people and walking that tight rope between holding on to existing norms and creating new ones. They also stated that creating new norms is central to an organization's ability to create an open inviting culture where every employee gives a best effort. In addition, an organization's ability to maintain this balance will significantly impact its ability to be productive and to retain diverse workers. Michael J. Connelly, former counsel for the Equal Employment Opportunity Commission indicated that, "There are a lot of old-school managers out there who have to accept -no, embrace- the fact that the distinctions between traditional and non-traditional kinds of workers must be eliminated" (Bailey, 1989, p. 190).

Two surveys of women managers of large American companies reported that women found that women expressed a much higher probability of leaving their current employer than men did and that women had a higher actual turnover rate than men did (Trost, 1990). Results also indicated that the major reason for quitting was lack of career growth opportunity or dissatisfaction with rates of progress. Some other survey data indicate that many non-whites perceive that their race has hindered their advancement

(Jones, 1986; Fernandez, 1991). While diagnosing organizational climate for diverse work groups, white women were nearly three times as likely as white men to say that being a man was an important factor in being promoted to senior positions and non-whites (both men and women) were three times as likely to say that race was an important factor (Cox, 1994). Another study conducted by the Family and Work Institute found that women managers were more than twice as likely as men to rate their career advancement opportunities as poor or fair (Galinsky, Bond & Friedman, 1993). They also noted that women who saw little opportunity for career advancement also tended to be less loyal, less committed, and less satisfied. Employers cannot ignore the fact that women are entering the workforce at much higher rate of speed than at any other time in the history of this country and that this trend will continue into the next century (Judy & D' Amico, 1999).

The civilian labor force increased by a modest 13 million between 1987 and 1995 and females accounted for 2 million more of the new workers than did men according to Judy and D' Amico (1999). The Census Bureau (Cheng, 2002) indicated that women of all races had a participation rate in the workforce of 60.1 % in 2001 and are projected to reach a 62.2 % participation rate by the year 2010. They stated that as predicted, women and minorities made most of the net gains in employment. A trend of great importance that is now emerging in the decade ahead is that men will lose whatever workplace advantage they may still retain. Judy and D' Amico (1999) noted that, increasingly, men are no longer the sole or even the primary sources of income for families. By the year 1997 nearly 60% of American women were already in the labor force, up from only 33% in 1950 and in the years immediately ahead they (women) will approach parity with men.

They noted that increasing numbers of mothers of young children now hold jobs and that approximately 64% of all married women with children under 6 years of age are in the workforce today. They further stated that this development has obvious and important implications for the workplace. They continued that the mix of desired benefits and work conditions will change as flexible hours, telecommuting, and family leave will become increasingly attractive to both men and women who are parents of young children.

Wheeler (1995) indicated that the glass ceiling and biased systems prevent upward mobility and these systems also prevent employers from fully tapping into the potential of valuable employees from historically underrepresented groups.

The 2000 census revealed that major demographic shifts have occurred within the past decade that have had a profound impact on the United States' labor force. African-Americans comprised 12% or 25.4 million of the 216.8 million members of the U.S. labor force in 2002 according to the United States Census Bureau as compared to 10% (or 20 million) in 1990 (Cheng, 2002,). Cheng also indicated that by the year 2010 African Americans are projected to represent 12.7% of the labor market. Latinos were 11% of the labor force in 2001 as compared to 5.5% in 1990, and are projected to be 13.3% by the year 2010 (United States Census Bureau, 2002). The Census Bureau indicated that Asian Americans had a 67% participation rate in the labor force in 2002 and that Asian men were more likely to be employed in managerial and professional positions (41%) as compared to white men (33.4%). The Census Bureau also revealed that 11.9% of the working population (over 200,000 people) had a condition that affected their ability to work in 2000 and that workforce participation rate for men with disabilities between the age of 16 and 64 was 60.1% in 2000, compared with 79.9%

participation rate for men without disabilities. For working –age women, the rates were 67.3% for those without disabilities and 51.4% for those with disabilities in 2000.

Individuals participating in the labor force between the ages of 55-64 rose by two percentage points since 2001, an unprecedented jump in post-war economic history, according to a study by the Center for Retirement Research at Boston College (Armour, 2002). Armour continued and reported that a study by the American Association of Retired Persons (AARP) revealed that about 70% of workers age 45 and over plan to work in some capacity in their retirement years, and the majority cited economic need as the reason. She also stated that many baby boomers have already been delaying retirement for financial reasons. Armour noted that, unfortunately, age bias complaints with the Equal Employment Opportunity Commission jumped to more than 17,000 in 2002 from 14,000 in 1999 because of the amount of tension between younger and older workers.

Benefits of Diversity in the Workplace

Numerous anecdotes and research projects demonstrate the profit value of diversity (Hayles, 1996). For example he noted that when Gerber decided to sell its baby-food in Africa, they changed the white baby on their label to black and brown ones. The product still did not sell. However, Hayles stated that upon further investigation, Gerber discovered that it was customary in Africa to put a picture of the contents on the label, not the intended consumer. Gerber had to re-label its jars and apologize for suggesting that their consumers were cannibals. Hayles stated that having and valuing participation from someone with experience in that part of the world could have avoided this mistake. He further stated that this example not a commercial specifically for hiring

an African as anyone with the knowledge could have saved Gerber from its loss. Hayles also noted that there are hundreds of additional examples like this in the marketing literature and media. Companies that are able to not only take advantage of the increased spending power of African Americans and Latinos (Cheng, 2002) but also hire and retain individuals from a variety of ethnic groups will be stronger and more profitable (Thomas, 1991; Thomas & Woodruff, 1999)

Creating a welcoming, warm and inclusive work environment enhances productivity and employees tend to feel better about being at work. Cox (1994) indicated that managing diversity may decrease absenteeism, which could save a company millions of dollars. A study of the absence rates in the United States workforce showed that rates for women were 58% higher than absentee rates for men (Mieisenhimer, 1990). Therefore, according to Mieisenhimer, if a company had forty thousand dollars invested annually in salary and benefits per employee and the absence rates for men was 3% of scheduled hours and the absence rate for women was 4.74% (or 58% higher than men) the additional 1.74% in lost paid time represents a production loss of 2.4 million dollars annually. He continued that the assumption would be that this firm's workforce would be comprised of 35% women. According to Wheeler (1995) the director of diversity at a worldwide, high-tech company explains that it costs \$12,000 to \$14,000 to recruit new employees and \$100,000 to train them. The loss of those employees costs the company a minimum of \$112,000 per employee.

A cohesive work environment can enhance the ability of employer retain good employees (Cox, 1994) and according to Pearlman (1996) treating employees with dignity and respect plays a big role in helping diverse teams to work effectively together.

He stated that accommodating employees as they work to balance personal and professional life is a big diversity issue for a professional services firm. He noted that in one study, companies received an “accommodation” score based on the adoption of four benefit liberalization changes associated with pregnant workers. The study revealed that the higher a company’s accommodation score, the lower the number of sick days taken by pregnant workers and their willingness to work overtime during pregnancy.

Wheeler (1995) indicated that diverse groups may be more creative and, in some cases, better problem solvers, which can boost productivity. In another study, researchers found that employees’ perception of being valued by an organization had a significant effect on their consciousness, job involvement and innovativeness (Kanter, 1983).

Kanter indicated that a study of innovative organizations revealed that most of these companies did a better job than less innovative companies in eradicating racism, sexism, and class consciousness in the work environment. Research reviews indicate that attitudes, cognitive functioning, and beliefs are not randomly distributed in the population, but rather tend to vary systematically with demographic variables such as age, race and gender (Jackson, 1991). A study of ethnic diversity and creativity was performed comparing the quality of ideas generated during a brainstorming session with groups of Asian Americans, Blacks, Whites, and Hispanics to the ideas generated by homogeneous groups of Whites (Cox, Lodel & Mcleod, 1991). The ideas produced by the ethnically diverse groups were rated an average of 11% higher than those of the homogeneous groups on both feasibility and overall effectiveness. Thus, increased levels of diversity in organizations will often lead to higher levels of creativity and innovation.

Galinsky et al. (1993) stated that workers who believe they have been discriminated against and/or who feel there are fewer chances of advancement for people of their ethnicity or sex are more likely to feel burned out by their jobs and to care less about working hard and doing their jobs well. They noted that these individuals tend to feel less loyal to their employers, to be less committed to helping their employers succeed and to exhibit less initiative on the job. These individuals also are less satisfied with their jobs and to plan to leave their current employers sooner. Furthermore, they stated that there have been many efforts to improve productivity within the workplace ranging from re-engineering, empowering workers, and creating high performance work teams to teaching about managing diversity and focusing on total quality. They noted that findings from the National Study of the Changing Workforce suggest that unless these efforts include a focus on the quality of the work environment itself, on social relationships at work, and on the general culture of the workplace, whether it be a corner drug store, a factory, or an office they may not achieve their intended effects. Workers are more loyal to their employers, more committed to doing their jobs well, more innovative, and more satisfied with their jobs when they have more of a say in how to do their work. They stated that when there are good and supportive relationships with co-workers and between workers and their supervisors, workers experience less burnout in their jobs, are more loyal to their employers and are more committed to doing their own jobs well. Also when workers believe that people of their race and sex have equal chances of advancing, they are more committed, loyal, innovative and likely to want to stay at their companies.

Thomas (1991) indicated that corporate leadership's concern regarding diversity has its roots in good business and profits. Kanter (1983) noted that the researchers found that companies with progressive affirmative action and equal opportunity programs had unusually high profitability and financial growth over a twenty-five year period. When five-year, eleven-year and twenty-year financial performance of companies engaged in diversity and related progressive human resource work is compared to the performance of those that are not doing such work or doing it poorly, the former companies significantly out-performed the latter in terms of sales growth, profit growth and performance in an economy on the downturn (Hayles, 1996).

Chevron Corporation, with operations in more than one hundred countries, has added managing workforce diversity to its worldwide business strategy (Wienterle, 1992). Wienterle stated that Chevron which oversees Petroleum Incorporated, the company's largest international unit, regards workforce diversity as a strategic advantage in oil operations, in finding oil as well as in maintaining production despite political changes in the host country. She noted that, for example, in Nigeria and Angola where major oil exploration efforts are underway, the company brings together diversified teams of geologists. These teams include individuals who are of African American descent and are different in gender, race, and national-origin and in work experience. These individuals are paired with others who have off shore and Gulf of Mexico experience. The advantage, even with the aid of super computers, is that judgment on oil comes down to creativity and persistent methodology of a hand full of people around the table. Chevron believes that diversity gives them a strategic advantage for coming up with the best plan to get the oil as well as being a welcome partner in the community.

The primary justification for initiating diversity programs is to enhance the ability of companies to tap into diverse markets and to increase market share within a global economy (Cox, 1994; Wheeler, 1995). Cox also noted that socio-cultural identities do affect buying behavior. For example, Wheeler (1995) indicated that a diversity manager at Silicon Graphics said, “An increasingly diverse customer base is looking for marketing, service, and sales of product that suits their individual taste, needs and style. If these customers don’t feel respected and listened to, they will take their business elsewhere” (p. 205).

Demographic Shifts, Diversity and Economic Empowerment

According to Cox (1993) the workforce in the United States, and in other countries, is becoming more diverse along the lines of race, gender, and nationality. Johnston and Packer (1987) indicated that *Workforce 2000*, a study conducted by the Hudson Institute, predicted that by the year 2000, 85% of all new entrants into the workforce would be women, minorities or immigrants. *Workforce 2000* penetrated thousands of homes and generated hundreds of articles in response and it challenged conventional wisdom regarding how demographic data are analyzed (Judy & D’Amico, 1999). Although “think tanks” seldom produce best sellers, *Workforce 2000* proved the exception to the rule and its sales approached eighty thousand copies. Judy and D’Amico indicated that *Workforce 2000* placed the terms “skills gap” and “workplace diversity” on the national agenda, and it issued four simple predictions, none of them obvious in 1987; all proved largely correct (Cheng, 2002). The report predicted that the U.S. economy would grow at a healthy pace fueled by a rebound in United States exports, productivity growth and a strong world economy. According to Judy and D’Amico, in 1987 the

Standard and Poors five hundred stock index stood at 338, and it is up to 749 today. They continued that annual U.S. exports more than doubled, going from 254 billion dollars in 1987 to 584 billion dollars in 1995, and that world Gross Domestic Product (GDP) per capita in constant dollars rose by more than 15% between 1987 (when *Workforce 2000* was published) and 1994. They stated that the year's GDP rose from 5.6 trillion in 1987 to 7 trillion in 1995. In short, *Workforce 2000* was correct in its optimism. Judy and D'Amico also indicated that *Workforce 2000* predicted that the workforce would grow slowly, becoming older and including more minorities. They also stated that in the early twenty-first century employers who wish to recruit and retain highly skilled and well-educated workers, will need to offer their employees much better benefits and working conditions.

On the other hand immigration is quite another matter because its future levels are uncertain (Judy & D'Amico, 1999). They noted that currently the Census Bureau projects that annual net immigration, the figure that takes into account immigration depths and repatriations as well as arrivals into the United States, will remain indefinitely at 820,000. They indicated that it is interesting to note that this level is roughly twice that forecasted by the census bureau back in the mid 1980s. However, even that figure may be too low as the annual average for 1991 to 1995 was nearly 900,000, and the trend for the past several decades has been upward. They continued that because tens of millions of foreigners would immigrate to the United States if they could, the actual number of future immigrants will depend entirely on what United States immigration policy is and whether it is effectively enforced. Changing immigration patterns underscore the importance of companies creating a work environment that allows employees to perform

to their highest level of potential despite differences in language, customs, culture or ethnicity (Thomas, 1991).

Just as historically disadvantaged groups prefer to work for an employer who values diversity, they also prefer to buy from such organizations (Cox & Blake, 1991). Women spend 85% of the consumer dollar and senior citizens control more than 50% of all discretionary income and spend more than 8 hundred million dollars annually (Wheeler, 1995). African-American buying power rose from \$453 million in 1990 to 645 million in 2002, and Latino buying power was 5.2% of the market in 1990 and is expected to encompass 9.4% of the consumer buying market by the year 2007 (Cheng, 2002). Latinos controlled about \$580 billion in buying power in 2002 and according to the Selig Center, from 1990 to 2007, Latinos are expected to experience an increase in buying power of 315% (\$926.1 billion). Asian Americans have increased buying power in the consumer marketplace from 2.7% in 1990 to 3.9% in 2002 and their buying power is expected to encompass 4.7% of the consumer buying market by 2007. The buying power of Asian Americans is projected to reach 454.9 billion in 2007 (from \$296 billion in 2002) which would constitute a 287% gain from 1990 to 2007, compared to 112% for white and 131% for the United States as a whole. Native-American buying power increased from \$19.3 billion in 1990 to \$36.4 billion in 2002, and is expected to increase to \$40.8 billion in 2007, an increase of 197% according to Cheng (2002).

Buying power in the gay, lesbian, bisexual, and transgendered population in 2002 was estimated at \$451 billion, and is projected to reach \$608 billion by 2007, a cumulative increase of more than 34%. Reliable statistics on the number of gays and lesbians in the American workforce are hard to come by, and the Census Bureau does not

ask about sexual orientation (Sharp, 2003). However, Sharp noted that 1.2 million people in 2000 reported living together as same-sex partners and that some gay rights advocates and researchers say gays, and lesbians represent 10 % of the adult population or about twenty million people. Sharp stated that the Fort Lauderdale Convention and Visitors Bureau began gay specific advertising in 1995 and that the first year's ad budget was \$20,000. In 2003, it was at least \$200,000. This year (2004) 600,000 gays and lesbians will visit the area and that their economic impact would be \$600 million, which represents approximately twelve percent of a total \$5.2 billion attributed to local tourism. In Philadelphia, Pennsylvania there is a \$300,000 per year campaign to boost gay tourism according to Sharp and Greater Philadelphia's annual \$5 million advertising budget includes significant amounts for other niche travelers, such as \$600,000 to draw African Americans. She related that when ads targeting black visitors began in 1997, they represented only 14% of 11 million visitors a year. By the year 2000, the share had jumped to 25%. Sharp continued that although Philadelphia's television venture is new, about a dozen U.S. destinations have jumped with Fort Lauderdale into advertising to gays and lesbians. She stated others include Miami, Minneapolis, San Diego, Portland, Oregon, and Palm Springs, California. She further stated that some cities, including Dallas, Atlanta, and Chicago are weighing how to shape gay-friendly campaigns, according to marketing experts.

Rouse (2001) stated that organizations may gain a competitive advantage by using employee insight to understand cultural affects on buying decisions and map strategies to respond to them. According to Cox and Blake (1991), Avon was able to turn around previously unprofitable inner-city markets after personnel changes to give African

American and Hispanic managers substantial authority over these markets. Individuals who are members of what some call the creative class (Florida, 2002) often fall into the “other” category mentioned by Loden (1991). Some experts, according to Florida, maintain that areas of the country with the highest percentage of individuals who make up this creative class often have the highest wages. Florida indicated that the creative class makes up about a third of all U.S. workers and includes people whose primary work duties are not to follow set orders. They are everyone from artists to computer-graphics designers whose job it is to design and reshape products and ideas. Florida continued that strong indications of the creative class are measured like the concentration of gay residents and artists who want to live in places with cultures that embrace diversity. He said that communities must appeal to the creative classes as they often had the highest wages.

One of the biggest challenges facing employers today is how to manage a workforce that includes individuals who are eligible to retire but have elected not to retire. Continued employment of older Americans should be a welcome change, as their continued presence in the workforce would help ease the growing relative scarcity of “knowledge” and other skilled workers that will otherwise develop in the early twenty first century according to Judy and D’Amico (1999). However, they indicated that the much-publicized “downsizing” of the 1980s and early 1990s has obscured the fact that the challenge facing American companies in the late 1990s and beyond will be to cope with an increasingly short supply of skilled workers. They stated that the implication is that companies must now begin to consider how they can advantageously tap this pool of older talent. They further stated that many older Americans will themselves be eager to

keep working as those whose working lifetimes have been spent in tedious and exhausting labor (whether of the blue or white collar variety) will probably want to exit the labor force into whatever retirement they can afford.

Many graying boomers, their ranks reflecting growing proportion of Americans in professional and managerial jobs, will prefer to remain active employees (Armour, 2002). They justifiably believe that they are entering the most productive years of their lives and many, if not most, white-collar boomers will discover that their private savings and social security benefit fall far short of replacing their former earnings (Judy & D'Amico, 1999). Both employers and other workers will have to welcome and integrate graying employees, especially professionals and managers, into early twenty-first century workplaces. At the same time the continued employment of more workers in their late 60s raises serious issues that need to be thought through and addressed. Americans are slowly becoming aware that the retirement of baby boomers will pose financial challenges (Nasser & Hagenbaugh, 2004; Copeland & Nasser, 2004). Yet, Americans have yet to realize that the boomers prolonged employment will pose serious challenges as well. Armour (2002) indicated that as a result of this increase Americans are working longer and serious legal issues have surfaced in the workplace. Armour stated that the increase in age discrimination complaints filed with the EEOC increased from 14,000 to 17,000, between 1999 and 2002. She also indicated that young employees are resentful because older employees will not retire. Because of the fact that employment prospects are not very good, older employees are choosing to not retire, younger employees are choosing to not look for other jobs and consequently a tremendous amount of tension has been created in the workplace.

Cross-Cultural Conflict

There are many causes of cross-cultural conflict including but not limited to language and communication barriers, racism, sexism and ageism (Henderson, 1994). According to Henderson, language is the basic form of communication and it is also the primary cause of cross-cultural conflict. He stated that the ability to exchange ideas is a primary vehicle for managing business negotiations, expediting decision making, and evaluating employee performance. He further stated that language differences are communicated in sentence structure, word meaning, and tense. Henderson also stated language can lead to group stereotyping, non-acceptance of certain employees, and individual alienation.

Cox (1994) addressed stereotyping and cross-cultural conflict in the first section of his Interaction/Model of Cultural Diversity (IMCD). He indicated that third world employees with above average intelligence are often considered “stupid” by their Anglo co-workers if they are unable to communicate fluently in English. He stated that cross-cultural differences in the workplace exist among all employees, CEOs, support staff, supervisors and other workers. No one is exempt from cultural differences or conflicts that grow out of them. Examples of blatantly negative stereotypes include beliefs such as most Native Americans are alcoholics, most African-Americans are lazy, most Hispanics males are macho, most Asians are inscrutable, and most White males are racist (Henderson, 1994). Henderson also noted that when perpetuated in the workplace, negative stereotypes can destroy employee unity, greatly diminish productivity, and ultimately destroy an organizations' viability. The subscripts of organization conflict are replete with stories of racism, sexism and other “isms.” He continued that contrary to

popular notion a large number of Americans believe the race, gender, nationality, and disability stories depicted in the news media. He related that it is not so much the belief in the veracity of stereotypes that perpetuates them, but the need to oppress, demean, and denigrate people and convince certain groups of their inferiority in order to legitimize their superiority.

Conflicts that center on diversity are mainly about power, getting it, and keeping it (Henderson, 1994). This kind of conflict is a zero-sum game of survival, someone must win and someone must lose. In most instances the losers are ethnic minorities and women, members of the, so-called, minority class. When this happens, organizations appear to be places of affirmative inaction and the best scenario in conflict resolution is a non zero-sum game in which all employees win, or if the conflict is not resolved they all lose something of value. Consequently, the lists of lawsuits continues to grow and so far includes very large compromises and awards such as State Farm Insurance Company \$300 million, General Motors Corp. \$40 million, K-Mart \$3 million, and Pillsbury \$108 million (Henderson, 1994). Other examples include a jury award of \$203 million to a single person in a sex discrimination lawsuit involving denial of promotion and Honda Motor Company's settlement of a \$6 million lawsuit regarding charges of discrimination by African Americans, and women in its United States operations (Cox, 1994). Cox also stated that Shoney's \$105 million settlement to compensate victims of racial discrimination after a lawsuit was filed against the company, are further indications that a company's inability to manage diversity can be costly.

In November, 1996, Texaco, Inc. was rocked by the disclosure of tape-recorded conversations among three executives about a racial discrimination suit pending against

the company and the suit, seeking \$71 million had been brought by six employees on behalf of 1,500 other employees who alleged various forms of discrimination (Jennings, 1999). According to Jennings, Texaco settled its bias suit for \$176.1 million; the largest sum (at that time) ever allowed in a discrimination case and even after the settlement Texaco's stock was down three dollars per share, a loss of \$800 million dollars total.

Boycotts, or the threats thereof, provide a tremendous amount of leverage for historically underrepresented groups seeking redress for past discrimination according to Rouse (2001). Corporations such as R. R. Sonnelly, Auis, Mitsubishi, and the United Daily Farmers were all targets of boycotts in 1996 and the threat of a boycott led Texaco to settle the lawsuit filed against the company as the suit originally was \$520 million (Caudron & Hayles, 1997; O'Shea, 1997).

In 1992 the American Management Association announced the results of the first audit to determine the costs to an organization of systemic gender bias (Stuart, 1992). The study was conducted at a fortune 500 utility company with 27 thousand employees which found that gender bias cost the organization approximately \$15 million. Stuart also stated that another study, the 1988 Working Women Sexual Harassment Survey, did attempt to determine the cost of sexual harassment and the study found that in another company the costs were over \$6 million. He continued that gender bias and sexual harassment combined would most likely result in losses of approximately 22 million dollars for a company of this size.

The communication process occasionally breaks down between managers and their subordinates (Henderson, 1994). This is especially true when there are job-related conflicts and confrontations. If racial, gender, and disability issues are also involved in

the communication breakdown, the conflict is even more heated. Henderson noted that all conflict has the following characteristics. Two or more individuals must interact, and the interaction centers on imagined or real mutually exclusive goals or values. In addition in the interaction one party will win by defeating, suppressing, or reducing the power or ability of the other party to achieve the desired goals or values. Conflict is intermittent, and personal and even though every organization contains many factors that lead to conflict, efficient functioning requires that it be controlled. If left unchecked, conflict can destroy the stability and eventually the very existence of the organization. The best resolution to a diversity problem is to “beat the problem” rather than beat the employee. It is important to focus on what is right instead of who is right and that managers as counselors must ferret out the needs of all conflicting parties, discover the nature of the conflict, and when possible help all parties to win something. Conflict resolution of employee diversity related problems involving race, gender, age, physical ability, national origin, or discrimination, almost always affects job performance. In order to be optimally effective managers and supervisors must be culturally proactive rather than reactive.

A conflict management expert, Sybil Evans, stated that managing conflict heightens employee motivation to deal constructively with interpersonal conflicts, enhances cross cultural communication skills, builds better relationships in a diverse workplace, improves decision making by promoting an open forum for disagreement, and stimulates effective team-building (Wheeler, 1995). Managing conflict expands the ability to change problems into opportunities, promotes creativity innovation, and provides employees with skills that promote organizational effectiveness.

Cox (1994) indicated that history has proven that the failure of organizations to manage diversity can lead to costly lawsuits. Yet, the fear of litigation, according to Wheeler (1995), is an unhealthy motivation for promoting workforce diversity and, according to Loden (1996), could trigger backlash. Loden stated that the common emotion that fuels the fire of backlash is fear. She continued that when individuals perceive diversity as a threat they often react with denial, dread, hostility, cynicism and/or contempt. If employees are mandated to participate in an activity (diversity training) because they perceive that the company is only doing what is “politically correct,” apprehensions, according to Loden, can be heightened and fears can be reinforced.

Evaluation of Training

Evaluation of training outcomes has long been regarded as a prerequisite for effective delivery of training programs (Goldstein, 1991; Latham & Wexler, 1981) and anyone connected with training agrees that training programs should be evaluated (Kirkpatrick, 1983). Arrendondo (1996) stated that evaluations are the best vehicle to learn about progress, success and errors. She also stated too many examples where two-to-three-year projects were not formally reviewed or assessed exist. She continued that specific interventions were evaluated but there was no master plan for the entire initiation. Arrendondo further stated that there are many lessons about people, systems, and the organizational culture that can be derived through the evaluation of a diversity initiative and, in the long run, the entire organization can benefit.

Trainers need to justify their existence, a decision has to be made as to whether the training program should be dropped or continued and a determination has to be made as

to how future programs can be improved (Kirkpatrick, 1983). Evaluations can be divided into four separate but related stages; reaction, learning, behavior and results. Each stage is important and contributes to the measurement of the effectiveness of a training program. Kirkpatrick defined reaction as how the participants feel about the program and he stated that it could also be called customer satisfaction. Favorable reactions usually mean that the participants are paying attention and making an effort to learn instead of being bored. Learning refers to knowledge and skills that were learned and attitudes that were changed because of the training program. Behavior refers to the on-the-job changes in behavior that occur because of attendance at the training program. However, five requirements must be met before change in behavior can take place. The trainees must have a desire to change and the necessary skills and knowledge to try the new behavior. They must work with a boss who allows and encourages change. They must have help and they must be rewarded for the change.

The measurement of change in behaviors is much more difficult than measuring reaction and learning, because measuring behavior must be done on the job, not in the classroom according to Kirkpatrick (1983). He stated that the most significant factors, also the most difficult to measure, are the results of the training program. He stated that a simple answer seems to be to calculate the cost/benefit ratio by first determining how much the training program costs. This could be accomplished by adding the cost of instruction, materials, meals, travel, facilities, and the time of the staff and participants, and then determine the dollar value of the benefits. At a minimum, Kirkpatrick suggested that to do a good job of measuring reaction is to attempt to control for other variables, which may affect the outcome(s) of the training initiative. He also stated that in case

knowledge, time, and dollars are not available to do research to measure changes in behavior, the least that can be done is to ask participants what they are doing differently than they did before they attended the training program. Kirkpatrick also stated that a statistical analysis should be made to compare before, and after the training.

When trainees complete the evaluation form at the end of a training session, they are usually reacting to the training experience that Kirkpatrick discussed in the first of four stages of the evaluation process he developed. Providing trainees with the opportunity to think about, analyze, process and internalize what the training experience meant to them, and how they can use the information presented, could only realistically occur over a period of a few months. This process also coincides with the systemic appraisal of behavior that Kirkpatrick indicates should be made on a before and after basis.

Without concrete information about program strengths, weaknesses, and impacts, it is impossible to systematically improve program content and delivery. Rynes and Rose (1994) also indicated that lack of evaluation signals low responsiveness to attendees, and low commitment to follow-up and improvement of the program outcomes. They stated that one reason to evaluate diversity programs and the factors that cause them to succeed is the possibility of negativity. They continued that such outcomes include post-training discomfort, reinforcement of group stereotypes, backlash by white men, and even lawsuits among others. Cultural diversity training has been blamed for exacerbating tensions in the workplace and blaming certain groups (Lindsay, 1994). We are raised in a society that frowns upon prejudice and admitting our own biases and stereotypes is often difficult and produces tension (Gardenswartz & Rowe, 1994). Gardenswartz and Rowe

stated that people must feel comfortable voicing their feelings, otherwise they may avoid participating in training and thus avoid strong emotional reactions.

Lindsay (1994) noted that diversity training is quite different from other forms of training primarily because it may be the first time that individuals have the opportunity to articulate their beliefs and feelings outside of the confines of their family. However, Rouse (2002) stated that poorly facilitated programs have caused a kind of backlash against diversity training and many white males in particular feel over-exposed, targeted, and maligned. The white males who dislike diversity training do so for five reasons (Stranges, 1997). He stated that they feel diversity training is just a code word for affirmative action and that it [diversity training] tends to deal with issues that are divisive such as race. He further stated that white males dislike diversity training because minority groups have too many groups, not enough white males are involved in conducting diversity training, and the business case for diversity has not been made. Lindsay (1994) stated that without a discourse about the possible pitfalls of diversity training, organizations remain mixed in unexplained assumptions, and act in ways that exacerbate the hidden tensions of race, gender, and other differences.

Managers should lead the way in attending, or in some cases conducting training sessions concerning diversity (Davidhizer et al., 1999). They related that managers should establish goals for diversity that have measurable outcomes, that the goals be explicit and tied to consequences. The manager should have a plan for rewarding staff who follow the principles of diversity and that through workshops regarding the value of diversity, employees can gain insight pertaining to sexism, racism, prejudice group dynamics, conflict resolution and prevention of grievance generating behavior. Small

group training sessions can help to maximize openness and free exchange of ideas. Refresher courses can be planned periodically to update new staff and to reinforce positive change that has occurred within a department.

Despite longstanding admonitions regarding the importance of evaluation, there is abundant evidence that long-term training evaluations are rarely conducted (Burke & Day, 1986; Ralphs & Stephen, 1986; Saari, Johnson, Mclaughlin & Zimmerle, 1988). Rynes and Rosen (1994) indicated that it is essential to first understand what is happening during the training process itself. A series of questions could be asked regarding whether or not the participants are reacting positively or negatively to what they are hearing. Are they actually learning to do anything? Are they applying the material and if so, are they experiencing feelings of closure?

Organizations today understand that their effectiveness and productivity are directly related to the competence of their employees and that the skills and knowledge that employees learn during a training session must be realized (or transferred) to the work environment (Yamnilan & McLean, 2001). In 1997 organizations with more than 100 employees spent \$58.6 billion in direct costs on formal training and after adjustments were made for indirect costs (informal on-the-job training) total training expenditures could have easily reached \$200 billion (Holton, Bates & Ruona, 1998). Yet, Holter et al. indicated that unsettling questions continue to be raised about the return on investment.

Guitierrez et al.'s (1996) interviews with the thirteen Diversity Trainers/consultants revealed that as they planned, and developed training agendas, goals for training sessions (training goals), goals for participants (individual), organizational and, society goals surfaced. Yet, they also indicated that a major finding of this study

was the lack of specific and vigorous evaluation of the diversity training conducted by these trainers. This finding mirrors those of a survey of fortune 500 firms that found 86% of training evaluations consisted of trainee reactions, written at the end of the training and 42% of its companies indicated that they conducted no evaluations (Goldstein, 1991). Rynes et al. (1995) stated that evaluation of diversity training programs and the conditions under which they succeed or fail is important for several reasons including cost. MacDonald (1993) reported that the average diversity trainer costs \$2,000 per day with the most sought-out-after consultants earning four to five times that amount. MacDonald also said that the training is offered to influence the attitudes, values, and ways of relating to each other, ways to transmit organization goals, and to develop internal controls.

Transfer of Training

Holton et al.'s (1998) transfer of training model emphasizes three primary outcomes of training interventions: learning, individual performance, and organizational results. This transfer of training model suggests that three crucial factors affect transfer of training: motivation to transfer, transfer climate, and transfer design. Gutierrez et al. (2000) noted that before training begins those who are planning the training should answer questions about training design. Questions such as the purpose of the training, what the objectives are, what level of training will occur (individual or group), and when will results be expected. Although role-play simulations, behavioral rehearsal and observing the new behavioral skill (Sue, 1996) are different ways (as one designs the training program) to increase competence, each one requires a different training format and time frame than a didactic presentation on a narrow topic. Rouiller and Goldstein

(1991) offered a conceptual framework for operationalizing transfer climate. They suggested that transfer climate consists of eight distinct dimensions set out in two sets of workplace cues. The first set of workplace cues, situation cues, which remind employees of opportunities to use what they have learned when they return to work are goal cues, task cues, social cues, and self-control cues. The second set, consequence cues, is the feedback employees receive after they apply the knowledge, skills and attitudes gained in the training. It is manifested in the form of positive feedback, negative feedback, punishment, or no feedback.

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

The first level of evaluation involves determining the extent to which learning has occurred (Phillips, 1997). Phillips stated that learning objectives are usually determined before a training program is started and he indicated that training objectives provide insight into how training can help meet the greater goal of competitiveness. Rouse (2001) indicated that specifying the objectives are critical and that many diversity-training efforts fail because there is never an agreement on program objectives between

leaders and trainers. He continued that a critical concern to most organizations is, and should be the actual on-the-job application of acquired knowledge and skills. However, there is still no guarantee that the employee can apply the knowledge and skills on the job (Bates, Holton & Seyler, 1996; Phillips, 1997). Even when satisfaction ratings are good and the learning objectives are met, transfer may not occur and as little as 10 % of training is expected to pay off in performance improvements resulting from the transfer of acquired knowledge, skills and abilities to the job (Bates et al., 1996; Broad & Newstrom, 1992).

Three of the most familiar methods for evaluating training are the content, input, reaction, outcome model (Warr, Bird & Rackham, 1970), commonly called the CIRO and the context, input, process and product model which has been referred to as the CIPP (Galvin, 1983). Kirkpatrick's four-level approach is the third model (Kirkpatrick, 1983, 1996). The CIRO approach according to Warr et al. is based on four general categories of evaluation. The categories are context, input, reaction, and outcome. The context evaluation determines what training is needed and the input evaluation entails analyzing the available resources along with the most appropriate resources and determining the most appropriate Human Resource Development method. The reaction evaluation involves gathering data on how the participants felt about the training and the outcome evaluation involves gathering information about the organizational impact of the program.

The CIPP approach is similar to the CIRO approach (Galvin, 1983). A common example of a context evaluation is a needs analysis, and an input evaluation involves determining what resources are available that can be used to meet program goals. A

process evaluation involves gathering feedback from reaction sheets rating scales, and/or existing records, and a product evaluation determines and interprets the outcomes of the program.

Level one of Kirkpatrick's evaluation approach (1996) involves measuring action, planned action, and it involves gaining direct feedback. Juxtaposing costs to benefits expressed objectives were accomplished to provide trainees the opportunity to receive feedback on their accomplishments uncovering the strengths/weaknesses of the program. Rynes and Rosen also noted that the outcomes of diversity training should be underscored because if they are not assessed, it is feasible for even a well-intentioned diversity-training program to produce neutral or negative outcomes.

It is often demanding to determine the precise impact and effectiveness of diversity training (Cox, 1994; Tomervik, 1994; Wheeler, 1994). Those organizations that have sought to evaluate their diversity training have used a variety of techniques including, but not limited to, written course evaluations, focus groups, venter questioning, employee surveys, and traditional affirmative action metrics (Johnson, 1995; Tomervik, 1994).

Summary

Diversity training has been instrumental in enhancing the ability of individuals to "connect" with those who are different from them. However, it [diversity training] has been in existence in one form or another for over two decades and hard questions need to be asked about its effectiveness.

One of the many goals of diversity training is to increase awareness of diversity, help individuals develop skills for managing diversity and to help employees understand

that differences are not necessarily deficits. After an organization has assessed its culture a diversity initiative can be tailored to the culture of the organization to help the organization develop a work climate that is conducive to attracting and retaining the best and the brightest from underrepresented minority groups.

The Cross (1989) and Lindsey et al. (1999) models have proven to be very effective tools in helping organizations, particularly healthcare organizations, (Campinha-Bacote, 1994) to provide culturally competent services. These models and others (Cox, 1994; Thomas, 1991) provide illustrations of how in depth discussions about culture (values, beliefs, attitudes and patterns of thinking) tend to have a major impact on how individuals communicate and behave. These types of discussions help individuals who work together to understand that values are transmitted from generation to generation and shaped by each person's family of origin, the organizations individuals belong to, the countries people live in, their neighbors, co-workers, friends and colleagues (Stanoch, 1999). Consequently, diversity training initiatives can be effective at minimizing the possibility of cultural variations becoming barriers to individuals working effectively with coworkers.

Managing diversity can enhance the ability of companies to tap into diverse markets and increase market share within a global economy. In addition demographic shifts that have occurred within the past decade along with the increased spending power of African Americans, Asians, and Gays and Lesbians strongly suggest that employers can gain a competitive advantage by learning the spending patterns of these groups. Companies, which fail to manage diversity, are vulnerable to lawsuits and cross cultural

conflict. However, heterogeneous work teams can be just as productive as homogenous teams and companies, which value diversity, can be very productive.

CHAPTER III. METHODS

The following research questions were designed to measure the study participants, knowledge, understanding, acceptance, and behavior with respect to diversity in the workplace.

Research Questions

1. What meaning did trainees attach to diversity training?
2. What was the essence of their diversity training experience?
3. What impact did the meaning and essence of the diversity training experience have on the trainee's knowledge, understanding, acceptance and behavior toward those who are different from them?
4. What was the perceived effectiveness of diversity training on the understanding, acceptance, knowledge and behavior of employees at MCO?
5. Which instructional strategies, training techniques, pedagogy, and practices enhanced the diversity training experience?
6. How were the employees' understanding and acceptance of co-workers who are different from them enhanced as a result of the training?

I used a phenomenological approach to examine the questions in this study. Phenomenological research has been defined as a process to describe the experiences, meanings, and essence of the phenomenon being studied (Creswell, 1998) and how people experience and perceive the phenomenon (Glesne, 1999). Phenomenology seeks meanings from appearances and arrives at essences through intuition and reflection on conscious acts of the experience leading to ideas, concepts, judgments and understanding

(Glesne, 1999). The phenomenological study keeps a phenomenon alive, illuminates its presence, accentuates its underlying meanings, and enables the phenomenon to linger (Moustakas, 1994). My goal was to determine the meaning individuals who participated in diversity training attached to the training and how they described the essence of the experience. I focused on what impact (if any) the experience had on their awareness of diversity related issues and what aspect of the training was most meaningful to them. I attempted to determine if the training had an impact on their relationships with co-workers and those who were different from them. Trustworthiness, member checks, triangulation, participant selection, data collection and analysis, guiding questions, participant safeguards, and the paradigms that guide phenomenological research are described in the following sections, along with a summary.

Assumptions of Phenomenological Research

Paradigms of phenomenological research are frameworks that function as maps or guides for scientific communities to determine important problems or issues for its members to address and define acceptable theories or explanations, methods and techniques to solve defined problems (Usher, 1996). Qualitative methods are generally supported by the interpretivist (also referred to as constructivist) paradigm that portrays a world in which reality is socially constructed, complex, and ever changing (Glesne, 1999). Glesne also stated that the ontological belief for interpretivists is that social realities are constructed by the participants in these settings. The purpose of the phenomenological study is to describe the meaning of the lived experiences for several individuals about the phenomenon and to explore the structures of consciousness in human experiences (Polkinghorne, 1989; Creswell, 1998).

Creswell (1998) summarized the major procedural issues in using phenomenology. The first issue is to understand the philosophical perspectives behind the approach, especially the concept of studying how people experience the phenomenon being studied; the second is to write research questions that explore the meaning of the lived experience; the third is to collect data from those who have experienced the phenomenon under investigation. The phenomenological data analysis steps are generally similar for all psychological phenomenologists and generally employ a series of steps involving horizontal cluster meanings, textural description of what was experienced or structural descriptions of how it was experienced (Moustakas, 1994; Polkinghorne, 1989). Creswell (1998) concluded that the phenomenology report ends with the reader having a better understanding of the essential, inerrant structure or essence of the experience and recognizing that a single unifying meaning of the experience exists. The philosophical perspectives behind the approach required me to understand how the study participants viewed the phenomenon. I interviewed each participant prior to the diversity training session in an effort to determine their level of cultural competence and to gauge how they felt about diversity and diversity related issues (Appendix A). A second interview after the session was held to determine what the training experience meant to them and what aspect of the session was most meaningful (Appendix B).

A research project is an effort to remedy the ignorance that exists about something and thinking about what you do not know, as well what kind of information you hope to uncover and is useful for giving directives to the research endeavor (Glesne, 1998). The research question often starts with a “how” or a “what” so that initial forays into the topic describe what is going on (Creswell, 1998). Thus, in a phenomenological

study one reports multiple statements representing the diverse perspectives on the phenomenon being studied (Moustakas, 1994). I addressed the “nature of reality” as constructed by the individuals involved in the research. A careful analysis of the concrete examples supplied by the participants’ experiences with the phenomenon helped in the search for common themes, essences, and meanings. However, reductive phenomenology requires the researcher to continually address personal biases, ways of thinking, assumptions, and presuppositions and set aside the researcher’s beliefs regarding the phenomenon under investigation. This process involves critical-self examination of personal beliefs and an acknowledgment of understandings that the researcher has gained from experience (Streubert & Carpenter, 1999). I bracketed my biases, assumptions, and presuppositions to increase my awareness of my biases. It was necessary for me to make myself aware of what my perceptions were about the training and how those perceptions changed throughout the study. I kept a journal of my thoughts, concerns, opinions, questions, and learnings throughout the study.

Phenomenology is concerned with wholeness, with examining entities from many sides, angles and perspectives until a unified vision of the essence of the phenomenon or experience is achieved (Moustakas, 1994). Moustakas indicated that phenomenology is descriptions of experiences not explanations or analyses because descriptions retain, as close as possible, the original text of things. Moustakas also said that descriptions keep the phenomenon alive, illuminate its presence, accentuate the underlying meaning, enable the phenomenon to linger, and retain its spirit as near to its actual nature as possible. The researcher becomes immersed in the data in an effort to examine how it is that the experience was what it was and to determine ways in which the phenomenon appeared to

the trainees. Observing the training session and reviewing written evaluations were two ways that helped me determine how the phenomena appeared to the participants. I spent a great amount of time trying to determine the essence and meaning from the data that were collected.

In phenomenology, perception is recognized as the primary source of knowledge, a source that cannot be doubted (Husserl, 1970). Husserl also stated that the perceptions that arise from angles of looking are called horizons. He said that in the horizontalization of perceptions, every perception counts, every perception adds something important to the experience and the entities or objects are never exhausted in properties and meanings. He also said that as with all horizons, the moment we single out one meaning the horizon extends again, opens up many other perspectives and that as we look and reflect there are acts of memories relevant to a phenomenon that reawakens feelings and images and brings past meanings and qualities into the present. The data were gathered, organized and analyzed in a manner that provided me with an in-depth look at how each trainee experienced, viewed, perceived and felt about the training experience.

The Human Instrument

In phenomenological investigation, the researcher has a personal interest in whatever he or she seeks to know, and the researcher is intricately connected with the phenomenon (Moustakas, 1994). The human being is a perceiving instrument and is required to interpret the words and actions of those being studied (Glesne, 1999). I believe that the diversity training experience should be a life changing event that allows employees to explore very sensitive, complex and somewhat emotional issues within a safe learning environment.

The diversity initiative at MCO has been viewed very favorably by a variety of credentialing bodies, helps all the licensed practitioners to stay current with their C.E.U.s (Continuing Education Units) and is an excellent public relations tool when recruiting students from underrepresented minority groups. This type of training has also been used as a staff development tool when it has been warranted. I believe that an awareness session can also motivate individuals to want to develop skills in the area of working more effectively with others who are different from them. The three volunteers who participated in the piloting of the research instrument had taken diversity related courses previously and were interested in the topic. Nonetheless, they indicated that several of the exercises were still very meaningful to them. A researcher's experience, thinking, intuitiveness, reflecting, and judging are regarded as the primary evidence of scientific investigation (Moustakas, 1994).

I earned a bachelor's degree in sociology from Bluffton University in Bluffton, Ohio and a master's degree in rehabilitation counseling from Bowling Green State University located in Bowling Green, Ohio. In addition I enrolled in the doctoral program in Leadership Studies in the year 2000 at Bowling Green State University. I am a licensed professional counselor (LPC) with the Counselor and Social Worker Board with the State of Ohio and I am a certified trainer with the Ohio Department of Job & Family Services and the Ohio Institute of Training in Columbus, Ohio. I also hold a teaching certificate with the State of Ohio (grades K through 12). For the past 17 years I have conducted diversity, cultural competency related training sessions and I have trained over 1,000 individuals. I am a member of the American Association for Affirmative Action's faculty for training and development and I have taught an 18-hour course on How to Develop a

Diversity Plan and Emerging Concepts in Diversity at three national conferences. I have over thirty years of experience ranging from corrections to mental health to affirmative action and community relations and human resources. I have conducted numerous training sessions on how to prevent harassment in the workplace, and I have developed two anti-harassment videotapes along with an on-line anti-harassment training program. In addition I have conducted training sessions on Time and Stress Management, Behavior Management and Welfare to Work programs for case managers. Workshops I have conducted at the national, state, and local levels are as follows:

1. Developing Cultural Competence Individually and Organizationally
2. Time and Stress Management for Foster and Adoptive Parents
3. How to Prevent Sexual Harassment in the Workplace
4. Developing Cultural Competence for Lucas County Metropolitan Housing Authority
5. How to help clients make the Transition from Welfare to Work for Summit and Athens County Caseworkers
6. How to Prevent Sexual Harassment in the Workplace for Lucas County Prosecutors Office
7. How Affirmative Action, Human Resources and Diversity Enhance One Another for the State of the State Annual Conference and for the American Association of Affirmative Action's National Conference

I have participated in numerous group discussions and community forums discussing diversity, cultural competency, affirmative action and other race/ethnicity related issues. In addition I have participated in and completed three train-the-trainer

modules on how to deliver diversity, cultural competency related curricula and I was a member of a faculty that trained 52 diversity trainers. I also developed and facilitated a two and one-half day train the trainer initiative on Developing Cultural Competence Individually and Organizationally for 20 employees with the Lutheran Social Services Agency in Toledo, Ohio. Due to my background and active involvement in diversity training, there is a certain bias of expectation and desire that the participants would describe their diversity training experience in a positive light. Nonetheless, the researcher's desire to discover practices, pedagogy, strategies and barriers to the effectiveness of diversity training that could lead to the improvement of diversity training was greater than any bias that may have been present.

Setting and Institutional History

The Medical College of Ohio (MCO) is an academic health science center located in south Toledo, Ohio. MCO was founded by the Ohio General Assembly on December 18, 1964, and operates three teaching hospitals on its 450-acre campus. MCO has a 258-bed tertiary care hospital, a 36-bed rehabilitation hospital and a 25-bed child and adolescent psychiatric hospital. MCO hospital is designated as a level 1 regional resource trauma center and is a leader in the delivery of optimal care to trauma patients and in system development, evaluation, education, training, and research. MCO has over 3000 employees, 400 full-time faculty members and more than a thousand area physicians, nurses, physical therapists and health professionals who serve the college as advisors and student preceptors.

To date MCO has graduated more than eight thousand physicians, nurses, scientists, occupational therapists, physician assistants and other individuals currently

working in various capacities in the health professions. The College is comprised of four specialized schools: the school of medicine, the school of allied health, the school of nursing and the graduate school. MCO and all of the schools are fully accredited by the North Central Accreditation body (NCA).

In 1998 the Medical College of Ohio's Office of Multicultural Affairs sought requests for proposals (RFP) from national diversity consultants who were interested in developing a curriculum for diversity training at MCO. The Office of Multicultural Affairs and the Tulin DiversiTeam & Associates developed a plan of action for MCO's diversity initiative. The first step was to assess the culture of the MCO community. This included conducting personal interviews with staff, students, and faculty, telephone interviews, focus group sessions and reviewing MCO's 1996 workforce diversity and cultural surveys. In addition, a review of MCO's publications, reports, and other printed media was conducted. The second step was to use the data to develop one-day workshops with faculty, staff and students, and to develop a Train the Trainer program involving selected faculty, and staff. These individuals were trained as diversity trainers and workshops began in the spring of 1999. Approximately 1800 employees have participated in Diversity Training over the past six years and at least four sessions are conducted monthly. MCO has invested over \$250,000 in this initiative and as a result the Office of Multicultural Affairs was able to secure a \$250,000 Grant from the State of Ohio to develop a CD-ROM for cultural competence in breast cancer care. The CD-ROM would be a training tool for physicians who are treating cancer patients. In addition, MCO's internal trainers have conducted training sessions with staff at the St. Vincent Mercy Medical Center, the Toledo-Lucas County Health Department, and the

Northwest Ohio Community Action Center in Defiance, Ohio. The following are the goals of the curriculum MCO uses:

1. To introduce the concept of diversity.
2. To introduce the concept of culture.
3. To discuss cultural interactions.
4. To discuss practical applications.
5. To perform self-assessment of own cultural competency.
6. To develop self-awareness.
7. Have appreciation for where one is on a continuum and develop a plan of action.

The workshop proposed outcomes are as follows:

1. To understand the concept of cultural competency.
2. To increase self-awareness about their own cultures and appreciation of how their own cultural values, assumptions and beliefs influence the quality of their relationships with co-workers.
3. To have applications for these concepts and learning in their daily work.

Participant Selection

Purposeful or purposive sampling (Patton, 1990) was used in this study to select research participants. Purposeful sampling, according to Patton, consists of individuals or groups that provide information about issues of central importance to the purpose of the research. To claim that a sample is purposeful, researchers present evidence showing that data collected from selected participants are particularly relevant as answers to the research questions (Sowell, 2001). Criterion sampling was used for this study. Criterion

sampling works well when all individuals studied represent people who have experienced the phenomenon (Creswell, 1998). In the present study, there were twenty-five potential participants and each had registered for a diversity training session at MCO, which took place on May 26, 2004. I asked the potential participants if they were interested in participating in the study and seven volunteered. In conjunction with MCO's Assistant Vice President for Multicultural Affairs, I was able to recruit a diverse pool of study participants by utilizing the five race categories listed in the United States 2000 census (White, African American, Native American, Asian Pacific Islander, or other). Those seven who volunteered agreed to complete the training, expressed an interest in learning the nature and meaning of the training, and were willing to participate in pre and post-training interviews (possibly lengthy sessions and perhaps involving a follow-up interview). They also were willing to grant me the right to review the tape recorded sessions and to publish the data in a dissertation and/or other publications (Glesne, 1999). These individuals were also willing to allow peer reviewers the right to review transcripts of the interviews.

Participant Safeguards

I have been involved with the Office of Multicultural Affairs Diversity Initiative since the initiative's inception six years ago. I have been a member of the Multicultural Affairs Advisory Committee since 1996, and a member of the internal group of diversity trainers since 1998. My diversity training experience helped me to create trust with the individuals who agreed to participate in the study and enhance the facilitation of the gathering of data. The nature of the data collection methods (personal interviews and document analysis) in conjunction with the need to report findings that were vivid,

complete, and thick in descriptions could have raised questions about potential risk to participants. Procedural safeguards were built into the study (informed consent and confidentiality) which drastically reduced any risk to participants. The possibility always existed that information the participants shared with me could somehow be uncovered by others not connected with the study. However, participants were assured that they would suffer no repercussions as a result of their participation in the study. They were informed that their participation in the study would not impact their employment status with MCO and that their participation would be anonymous. They were also informed that I would use pseudonyms and that although direct quotations from the interviews would be used, real names would not be associated with them. The participants were told that the interview tapes would be stored and secured in a cabinet in my office, accessible only to me and destroyed following transcription. As the compliance officer at MCO I was concerned about the ability of the participants to be candid in their responses to questions asked. Nonetheless, the results of the pilot study seemed to indicate that my role at MCO would not have a negative impact on the data collection process. In addition I followed all the procedures through the Human Subjects Review Board at Bowling Green State University and at the Medical College of Ohio before contacting the participants and beginning the research study. I explained the purpose of the study, called all participants using a telephone script (Appendix D), and a letter was sent to the participants explaining the study (Appendix C). It was explained to all of the participants in the letter that they had complete control over their participation in the interview process, and, if at any time, they elected to end their participation, they could. The participants were informed that the data collected would be confidential, and that aliases would be used in the study to

protect their identity. Member checks were also be used to make sure that the data collected through the interview process was accurate, and representative of the participant's words.

Data Collection

An important step in data collection during a qualitative inquiry is to find people or places to study and to gain access and establish rapport so that participants will provide data (Creswell, 1998). Qualitative researchers collect data under a variety of circumstances, including, but not limited to, sealed settings, where participants live, work, or play (Sowell, 2001). Sowell said researchers tailor their collection tasks to provide data to answer the research questions and to fit the setting. Multiple methodological strategies such as member checks, categorizing, peer debriefing, negative case analysis, coding and confirming results with participants are used and as a result trustworthiness is enhanced. Data techniques should solicit data needed to gain understanding of the phenomenon in question and contribute different perspectives on the issue (Glesne, 1999).

The study obtained data from personal interviews, observations during the training, analysis of field notes, analytical notes and field reflections. I realized that analysis of data occurred even when I was not working with the data (Glesne, 1999). My journal was very helpful in helping me to capture analytic thoughts and to document my feelings and thoughts. These data collection methods helped to provide the breadth and depth necessary to develop an accurate description of the essence and meaning of the training from the participant perspective.

Participant Interviews

For the phenomenological study, according to Creswell (1999), the process of collecting information involves primarily in-depth interviews. The opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry (Glesne, 1999). The interview involves an informal interactive process and utilizes open-ended comments and questions (Moustakas, 1994). This format allows the participants to fully understand their experience of the phenomenon provides a record of the participant's views, and symbolically recognizes the authenticity of their points of view (Maykut & Morehouse, 1994).

Access is a process and it refers to acquisition of consent to go where you want, observe what you want, talk to whomever you want, obtain and read whatever documents you require and to do all of this for whatever period of time you need to satisfy your research purposes (Glesne, 1999). Access to participants in the present study was gained by securing a list of individuals who had registered for the training through the Office of Multicultural Affairs and using a script of introduction and invitation. An introductory letter explaining the study was mailed to the willing participants. I thoroughly reviewed with each participant language contained in the Consent to Participate form regarding, confidentiality and that fact that they could choose to end their participation in the study without fear of repercussion (Appendix F). I also provided them with the name of the person they can contact if they had any questions and concerns about the way study was being conducted. Once permission was obtained, the participants were interviewed in person at a mutually agreed upon place. To enhance the exchange of information process

a convenient available, quiet, physically comfortable private location was chosen (Glesne, 1999). The Assistant Vice-President for Multicultural Affairs was interviewed to ascertain the genesis of the diversity initiative at the Medical College of Ohio and the philosophy that supported the initiative (Appendix E.). Next, each of the participants were interviewed and interviews were recorded to accurately capture the essence and meaning of the training experience. The interviews begin with social conversation aimed at creating a relaxed and trusting atmosphere (Moustakas, 1994). The questions developed for the interview were varied, altered or expanded upon during the actual discussion of the participant's experience (Patton, 1990). I explained to the participants that my goal was to learn from them and that I wanted them to view our discussion as a conversation. I began by asking them to provide me with a grand tour of how the training day unfolded and I used the training agenda as a guide for our discussion.

Document Analysis

Documents corroborate a researcher's observation and interviews and thus make findings trustworthy (Glesne, 1999). Beyond corroboration, the documents may raise questions about hunches and thereby shape new directions for observations and interviews. They also provide historical, demographic and sometimes personal information that is unavailable from other sources and helps when establishing trustworthiness (Glesne, 1999). Documents verify and help to provide historical and contextual dimensions to the interviews (Glesne, 1999). In addition the request for proposals, the course outline (or syllabus), and the training booklet used during the training can enhance the interview process. MCO's request for diversity training proposals specified that the Medical College of Ohio was interested in a company or

organization developing a diversity training tailored to the culture at MCO. The company chosen developed a course outline which was used to train supervisors, managers, directors, members of the faculty and senior administrators. The training booklet was extrapolated from the course outline and was used to provide training for the remaining employees. These documents corroborated interviews and thus made the findings more trustworthy (Glesne, 1999). My field notes which included a sequential description of how the training unfolded, along with my thoughts, ideas, and concerns were also reviewed and used a data collection source. The documents not only strengthened and supported the data gleaned from the interviews but also helped to identify additional questions to be pursued through the interviews (Patton, 1990).

Trustworthiness

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998). In an effort to ensure some measure of accuracy, the four aspects of trustworthiness (credibility, transferability, dependability and confirmability) were utilized to enhance and support the rigor of this study (Lincoln & Guba, 1985). Credibility is the degree to which the study accurately reflects the participant's responses as judged by those participants, dependability is the degree upon which the process, and product of the study can be relied, confirmability is the degree to which data can be authenticated (Glesne, 1999; Lincoln & Guba, 1985; Maykut & Morehouse, 1994; Struebert & Carpenter, 1999). Specific methodological strategies for demonstrating trustworthiness such as member

checks, audit trails, peer reviews, and debriefings and utilization of multiple audit trails were instituted during this study. Also, in an effort to determine if any of MCO's employees who had completed diversity training within the past two years had had a negative experience (negative case analysis), approximately 300 e-mails were sent inviting past trainees to talk with me about their experience. Thus far all the responses received have been positive.

Piloting of Interview Questions

To further enhance trustworthiness, I piloted the interview questions with three individuals who had registered for a diversity training session in the fall of 2003. After consulting research texts on the development of data collection instruments, and developing a preliminary instrument, a content validity check with a panel of diversity trainers, teachers and scholars was conducted. These individuals were asked to compare the instrument with the diversity-training curriculum to determine if the questions would uncover information that could demonstrate that the research question would be answered. The panel consisted of two scholars who were also diversity trainers, a diversity trainer, and another scholar who is the chairperson of the research sub-committee of the Multicultural Affairs Advisory Committee (MAAC). I then amended the instrument and the instrument was piloted with three MCO employees' pre and post-training. A summary of the findings was drafted and the further amendments to the instrument were made.

Using the piloted instrument, interviews were conducted with individuals chosen for the study prior to the training. Some research has shown that if knowledge and skills are not used immediately, retention diminishes significantly and the likelihood of skills

actually being applied will decline dramatically (Broad & Newstrom, 1992; Phillips, 1997). Consequently, I conducted post interviews four to five weeks after the training. Tapes of the interviews were transcribed verbatim and analyzed in an attempt to note different descriptive key phrases as themes, and patterns emerged.

Phenomenological Data Analysis

The phenomenological data was collected through participant interviews, document collection, and observation of the participants during the training session (Moustakas, 1994). Moustakas also noted that in accordance with phenomenological principles, scientific investigation is valid when the knowledge sought is arrived at through description that makes possible an understanding of the meanings and essences of experience. Data analysis involves organizing what you have heard and read so that you can make sense of what you have learned (Glense, 1999), and to understand the experience as a whole (Streubert & Carpenter, 1999) developing theories, searching for patterns, providing explanations, and working with the data to describe events and create the understanding.

The data were collected, and analyzed using an invariant horizon approach. The invariant horizons point to the unique qualities of an experience, those that stand out. By this method of data analysis I was able to determine the significant, relevant, and invariant meanings that provided living descriptions or highlights of the experience (Moustakas, 1994). Through the use of imaginative variation, and the structural descriptions of an experience I uncovered the underlying and precipitating factors that accounted for what was being experienced; in other words the “how” that spoke to conditions that illuminated the “what” of the experience (Moustakas). Moustakas’

modification of the Stevick-Colaizz-Keen method of analysis of phenomenological data was used throughout the data collection analysis process (Creswell, 1997; Moustakas, 1994). I began with a full description of my experience of the phenomenon and then from statements (in the interviews) about how individuals were experiencing the topic, I listed out the significant statements (horizontalization of the data), and treated each statement as having equal worth, and worked to develop a list of non- repetitive, non overlapping statements (Moustakas, 1994). These statements were then grouped into meaning units (themes), I listed these units and I wrote a description of the textures (textural description of the experience) and what happened, including verbatim examples (Creswell, 1998).

I then reflected on my own description, about how the phenomenon was experienced. I then constructed an overall description of the meaning, and essence of the experience. A process was followed first for my account of the experience, and then for that of each participant and after this a “composite” description was developed (Moustakas, 1994). The results are presented in Chapter IV and the implications in Chapter V.

Member Checks

Lincoln and Guba (1985) considered member checks to be the most crucial techniques for establishing credibility. This approach involved taking data, analysis, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account. Glesne (1999) indicated that sharing transcripts, analytical thoughts, and/or drafts of the final report with research participants is imperative to make sure that the researcher has represented them, and their ideas

accurately. Glesne also indicated that obtaining the reactions of respondents to the researchers working draft is time consuming but respondents may verify that you have reflected the perspectives, inform you of sections that if published could be problematic for either personal or political reasons, and help the researcher to develop new ideas and interpretations. I gave each study participant a copy of the transcripts from the pre and post interviews and they were asked to make any corrections, additions or deletions. They were also given a copy of the themes, my analysis of the themes, and summary.

Peer Review and Debriefing

Lincoln and Guba (1985) define the role of the peer debriefer as a “Devil’s Advocate” an individual who keeps the researcher honest; asks hard questions about methods, meanings and interpretations; and provides the researcher with the opportunity for catharsis by sympathetically listening to the researcher’s feelings. This reviewer may be a peer, and both the peer and the researcher keep written accounts of the sessions called peer-debriefing sessions. Glesne (1999) describes peer review and debriefing as an external reflection, and input on the researcher’s work. I used one member of my committee, and a scholar at MCO as peer debriefers. I also taped a one-hour debriefing with a member of the Multicultural Affairs Committee. Six individuals, including three diversity trainers, two who hold doctorates and one who’s masters thesis was diversity related were used as peer reviewers. They reviewed the documentation by reading each transcript for completeness, accuracy and patterns.

Triangulation

Qualitative researchers depend on a variety of methods for gathering data, and the use of multiple data-collection methods contributes to the trustworthiness of the data

(Glesne, 1999). By using two or more strategies to obtain data, researchers can check their consistency or reliability and using multiple perceptions to verify meaning helps in verifying the repeatability of an observation or interpretation (Sowell, 2001). Also using multiple investigators and theoretical perspectives increases confidence in research findings (Glesne, 1999). Although Multiple Investigators were not used, I used data collected during my observation of the training session, follow-up discussions with the study participants along with data gathered during the pre and post interviews.

Clarification of Researcher Bias

Creswell (1998) indicated that in clarification of researcher bias, the researcher comments on past experiences, biases, prejudices and orientations that have likely shaped the interpretation and approach to the study. Glesne (1999) indicated that reflection upon the researcher's own subjectivity and how the researcher will use and monitor it for research constitute clarification of researcher bias. I kept a journal of thoughts, ideas, feelings and impressions that surfaced during interviews with participants and will share the journal with members of the dissertation committee upon request, in an effort to minimize the impact on my interpretation of the data.

Summary

The purpose of this study was to develop a more comprehensive understanding of the effectiveness of diversity training on working relationships among employees at the Medical College of Ohio. The study examined the impact diversity training had on the participant's behavior, understanding, acceptance and knowledge. Studying the essence and meaning of diversity training on workers at the Medical College of Ohio could assist other academic health science centers along with public and private and employers in

developing training programs of this nature. In the next chapter I will introduce the study participants, describe the training session, give my perception of the training, answer the research questions, list and analyze the reoccurring themes from the interviews, discuss organizational impact and conclude with a summary.

CHAPTER IV. RESEARCH FINDINGS

Introduction

The first section of this chapter gives an introduction and the second section provides a historical review, rationale and objectives of the training. The third section gives a composite of the participants and the fourth describes the training session. The fifth section lists the research questions and in the sixth section the themes are listed and discussed. A summary of the findings concludes the chapter.

Historical Review, Rationale and Objectives of Diversity Training

I talked with the Assistant Vice-President of Multicultural Affairs, Dr. Lawrence A. Washington about why the diversity training initiative was launched and what MCO wanted to accomplish during this initiative. We talked specifically about what kind of training experience he wanted trainees to have and how that experience corresponded with the objective of the training program. He made the following comments:

The diversity training initiative was designed to challenge people on this campus to open their eyes to other aspects of difference in addition to race and ethnicity. We wanted people to look at how we were handling issues of difference among our students, and to become more aware of how these differences often were leading to negative interactions among people within the MCO community. For several years (1991-1996), existing and former employees and students filed, on average, fourteen complaints annually through the Ohio Civil Rights Commission charging MCO with race based discrimination. These individuals seemingly did not have faith in MCO's internal complaint process or believe that the institution was handling issues of difference, or negative interaction among employees,

students, and faculty properly. In addition, the president of the college held a meeting with a group of African American medical students to discuss with them their concerns regarding a variety of issues. Consequently, MCO hired the first group of consultants, who developed a survey, distributed it, and we learned that we needed to be doing more than we were doing in terms of diversity related issues. The survey revealed that a significant amount of confusion, misunderstanding and hostility existed regarding the meaning of diversity, affirmative action, culture and ethnicity. The survey also appeared to uncover a significant information “gap” among employees and students concerning not only terminology, but also the mission of MCO and MCO’s responsibility as a Federal Contractor. We believed that individuals needed to work toward becoming more culturally competent before we could get started on working toward institutional cultural competence. MCO hired a second group of consultants who developed a one-day, six-and-a-half hour training experience which was designed to provide basic awareness, and understanding of the diversity concepts and issues identified in the survey. In addition the training curriculum included information uncovered during the second consultant’s series of interviews and focus groups held with stakeholders throughout the MCO community. The goal was to develop a training “experience” that would devote most of the training day to sharing among the trainees based upon the trainee’s life experiences, thinking patterns, opinions, traditions, beliefs, concerns, attitudes and interaction with other trainees. The goal was to challenge everyone throughout the MCO community to become more competent at working through issues of difference and to hopefully develop a

better understanding and appreciation of cultural differences (L.-A. Washington, personal communication, July 25, 2004)

Composite of Participants

Interview Setting

The study participants were interviewed (pre and post) in a variety of locations. Three of the participants were interviewed in a small conference room on the third floor of Mulford library at the Medical College of Ohio and two were interviewed in their offices. One was interviewed in a medium-size conference room in the Glendale Building on campus and one was interviewed in a small waiting room near the emergency room department. All of the interviews were held within 30 to 40 days after the diversity training session.

Interviews with study participants prior to training were conducted to collect baseline information about their education background, work history, experience working with people who were different from them, as well as thoughts, and feelings about diversity training. All of the trainees, with the exception of one, said that they had experience working with individuals who were different from them and that they could see the value in diversity training. Yet, the majority of the study participants (Sally, Melissa, Maureen and Carmen) said that they had never participated in a diversity training session previously.

The study participants ranged in age from 30 to 55 and averaged 19 years of work experience. Five of the individuals were white women, one was a man of Asian descent and one was a Latina woman. One of the participants has a Ph.D., another has Masters in Social Work (MSW), one has a B.A., and one has an Associate's degree. Three have H.S.

diplomas but no college degrees. All of the participants, with the exception of Sally, indicated that they have had a significant amount of experience working around individuals who were different from them.

Nancy

Nancy is a Financial Counselor, who has worked at MCO for one month and has worked in the healthcare field for 15 years. She has an associate's degree and has taken courses in psychology and sociology. Although she was raised in a "suburbanized" home and did not have a lot of exposure to diversity, her employment has involved her working around a variety of people who are different from her. She said that the diversity training session helped her to see the "commonality between people and the things that are the same among different cultures. That is one of the things I liked about it [the diversity training]."

Carmen

Carmen has a Masters degree in Social Work, is a Licensed Independent Social Worker (L.I.S.W.) and has worked in the social service delivery system for over 20 years. She has worked at MCO for 11 years as a Community Liaison Professional. However, within the past year she has worked as a part-time counselor in Outcome Management and as a part-time Telephone Operator. She said that her experience as a Counselor has required her to work with a variety of people and she has always enjoyed it. However, she said that the training "made me pause and think about people in my personal life who are different looking and how they might not be what they appear to be."

Sally

Sally graduated from high school and completed 3 years of college but has not graduated. She said that she has worked for MCO for 3 years as a manager in the area of finance and that for five years, before she started working at MCO, she worked in Toledo fifty percent of the time and in Florida fifty percent of the time in. She has been in the workforce for over 20 years. Sally said that she has not had a significant amount of experience working around people who are different from her. Nonetheless, she related that self-help seminars and a psychology course she took have helped her to work effectively with people in general. She stated:

The training helped me to become aware of other cultures out there and it reminded me that a lot of women, who were never able to work before, now work as managers and doctors.

Melissa

Melissa graduated from high school and has maintained full-time employment while taking a few college courses. She has worked at MCO for 22 years and is currently a Data Systems Coordinator. She said that experiences in grade school have had an impact on her ability to work with individuals who are different. She explained that she felt different in grade school because she looked like she was of Hispanic descent and her classmates called her names. As a result she said the experience helped her to become more sensitive to how it feels to be looked at as being “different.” She stated that:

One of the facilitators talked about what is under the surface, the things we don’t see and the things that we first notice about a person—their appearance, what they are wearing, color of hair, skin color those types of things—and then realizing

that that's just a small part of the person. So much more exists under the surface... their beliefs, values most of that is under the surface. I think that the exercise reminds you to not judge someone when you're approaching him or her.

Maureen

Maureen graduated from nearby St. Ursula Academy, studied business for two years, and took communications courses at the University of Toledo. She has been in the workforce for 17 years and has worked at MCO for the past 13 years. She was recently promoted to a position assisting one of MCO's senior administrators. She said that she feels challenged when working around people who are different from her because of the personalities involved. Yet, she said that when she was in grade school she was around students who had a variety of physical impairments. Consequently, she has had a significant amount of experience dealing with people who are different. Maureen also said "You get the opportunity to know and understand who a person really is so it [the training] was helpful for me because I am making sure that I dig a little deeper, particularly on my new job."

Lucy

Lucy received an associate's degree in nursing 10 years after graduating from high school and earned her B.A. shortly thereafter. She has worked in the nursing field for 22 years and has worked for MCO for less than a month. She said that she married, had children and went through a divorce. Lucy stated that she believes her life and work experiences have equipped her to work with people who are different. She stated that she does not feel people should walk around with a mask of neutrality but "be able to be who they are and be accepted for that." Lucy also said:

I guess the overall impression I have is how important diversity training is to MCO. I think that its obvious that if an organization takes a whole day to train somebody, feed them lunch, I mean there is an expense involved here, and so its obvious that Medical College takes it seriously which I think is a positive thing which makes it [the training] more than just an exercise.... Although we were linked because of our common employment as we stood there in line [the line exercise] we were like strangers. We were urged to stand closer and things like that. It's not so much that you don't like them or refuse to trust the people around you, but it takes a little while for that to develop and you could see that happening throughout that exercises.

Hiram

Hiram has a Ph.D. and is an associate professor in the School of Allied Health and has been employed at MCO for 1 year. He said that he has taken several courses in the area of diversity and that he has lived in several different countries. He stated that he has always been comfortable working around people who are different from him. Hiram also said:

The focus of the diversity training needs to be revamped from what it was like 10 years ago or 15 years ago. People from the media, from big business, from health care and from all over the country are seeing that we are living in a diverse world that is becoming even more diverse. We see it almost every day. If you go to your healthcare provider, there's a good chance that your physician might be an Asian American or just might not look like you. The discussion about how important it is for us to learn about multiculturalism, other countries and diversity issues I

think was the basis of the training. The discussion about how everyone has different cultural beliefs and how it is impossible to learn all of the cultural nuances of 15,000 cultures when you treat a patient or meet someone who is different was good.

The Diversity Training Session

The session was conducted on the MCO campus in the Bryan Faculty and Student Lounge a rectangular shaped room with large windows (from the floor to the ceiling) covering three of the four walls. The seating was arranged in the shape of a U to allow for maximum interaction between the facilitators and the trainees. A continental breakfast was served from 8:00 am to 8:30 am and the training started at 8:30 ending at 4:00 pm. Lunch was served from 12:15 pm to 1:15 pm. Twenty-six trainees attended the session, nineteen women and six men. None of the trainees knew who the study participants were and the study participants did not know each other.

The session began with a welcome from the facilitators and introductions. The facilitators and trainees introduced themselves (name, title, number of years employed at MCO and geographic origin) then the facilitators reviewed the objectives of the training. A discussion with the trainees about ground rules ensued and the lead facilitator talked about the history of the diversity initiative at MCO. Shortly thereafter the first exercise was conducted (the "Line" exercise). This exercise involved the trainees being asked to form two lines facing each other with approximately an arm's length separating them from the person (their partner) across from them. The facilitator asked three questions, one at a time, regarding the different "roles" or "hats" they wore in their homes and what languages were spoken in their home other than English. The facilitator also asked what

(in their opinion) made people sick and what made people well. After each question they were instructed to change partners and answer the next question during a conversation with whomever they were facing. During this exercise there was a tremendous amount of laughter, loud conversations and nervousness. In addition, when the trainees were instructed to “shift to the left” (to get a new partner) a certain amount of confusion occurred. They were given approximately 2 minutes to answer each question and after the exercise the facilitator and the group analyzed what had happened. The facilitator attempted to help the group to understand that as the questions gradually required the trainees to reveal more about their values and beliefs to someone they had probably never met, it became more difficult and “risky” to share more than “surface” information about themselves.

The next facilitator then used the “line” exercise as a segue into a discussion about how this exercise was a good illustration of how one only can see the tip of an iceberg above the waterline. Consequently, when people interact with those who are different from them, or who they do not know, initial conversations are usually non-threatening and superficial in nature and tend to only deal with the “tip” of the iceberg. However, if the conversation goes beyond the initial topics of discussion, or “below the Waterline” relationships can become more solidified and meaningful. The objective of the exercise was to motivate the trainees to go below the waterline and take in more information before making judgments.

This exercise was followed by a lecture on the diversity in the world, at MCO and the predictions the U.S. Census Bureau has made regarding population increases for all minority groups by the year 2050. Information was shared with the group concerning the

demographics at MCO (e.g., 75 % of employees are women and 10 % of the students are international students) and which states in the United States have the highest percentage of net migration.

The next exercise, involving the use of beads, required the trainees to answer series of questions regarding their “world.” They were asked to select a single bead that best answered these questions using five different colored beads representing five different racial ethnic groups and to place those beads inside an empty cup. For example, if their primary care physician was White, they put in a white bead, if he or she were Black, they put in a black bead, yellow for Asian American, etc. The objective was to get them to take a look at the nature of some of the community organizations or institutions they were associated with, where they accessed their healthcare, hair care, what kind of books they read and who their best friends were. Another objective was to try to get the trainees to look at the diversity in their own lives and to look at different aspects of their lives in a different way. Trainees generally said that their cup was not the color they wanted it to be and they said that they feel it should be multicolored. However, it was emphasized to the trainees that they should not feel “bad” about their cups and that the exercise was designed to encourage them to look at their world differently.

The next exercise involved the viewing of the four photographs of real people. They were shown photographs of an elderly White man, an older woman of Native American descent, a younger White man laying on a beach and an African American man. Trainees were asked to make value judgments about these individuals. Questions such as, “How is this person similar to you? Different from you? How did the pictures make you feel? Happy, sad? Is this person scary? The true identities were deliberately

withheld from the trainees until after the trainees had expressed answers to the questions. The trainees usually discovered that their initial perceptions of the pictures did not match the identities of the individuals when they were re-introduced. The elderly white man was a White Supremacist, the Native American woman was a Professor of Linguistics, the young White man was a Paraplegic, and the African American man was a Broker on Wall Street.

The afternoon section of the workshop began with a discussion about Western Bio-Medicine. During this discussion the facilitator charted (put information on a flip chart) information regarding the difference between how medicine is practiced now (more expensive, less personal, highly specialized, and more drug oriented) and how it was practiced in the past (less expensive, more personal, more thorough, and not as technical). The facilitator also discussed how medicine is practiced in the West (primarily the United States) versus the East (Eastern and Middle Eastern countries). The facilitator engaged the group in dialogue about how the use of herbs, acupuncture and a variety of alternative treatment strategies are on the increase in the United States and how healthcare providers need to understand the culture of their clients in the provision of healthcare services.

The trainees were then arranged into small groups and each group was assigned a case to study and discuss. One case involved an international student being treated discourteously by a secretary, one was a child being brought to the emergency room and the parents being suspected of child abuse and another case involved a young lady who was unable to speak English being treated in the hospital. The last case involved a consideration of the appropriateness of gift giving in various cultures. During the

debriefing of the case studies the presenter facilitated a tremendous amount of dialogue among the trainees regarding the verbal and non-verbal communication displayed by the characters in the cases.

The training day concluded with the viewing of a nine-minute video entitled *The Lunch Date*. In this video an older White woman missed her train in the terminal. She then bumped into a black male and subsequently encountered another black male, who appeared to be homeless, at a lunch counter. She thought he was eating a salad she had purchased. After she confronted the man she started eating off of the salad plate, along with the man. However, she discovered shortly thereafter that she had left her salad in another booth. Consequently, she realized that she had been eating off of another person's plate on the assumption that he had stolen her salad. Comments among the group after the video ranged from surprise and shock to laughter. The power of perceptions, how perceptions tends to become our reality and how our reality influences our behavior was discussed in-depth. All of these exercises were used as a means to facilitate discussion about what it means to work toward becoming culturally competent within a diverse world.

Research Questions

Research Question 1. What meaning do trainees attach to diversity training?

All the study participants agreed that our differences are what make us unique and the training either reinforced their pre-existing beliefs or provided them with new information. Nancy said that the session did not just, “*tell* you about diversity, it actually *taught* you about diversity,” which I think is indicative of how much the training meant to a majority of the study participants.

Most people define situations and issues in a way that makes sense to them. As a result when they are required to address unfamiliar situations, and issues, they cognitively search for information regarding their previous experiences dealing with similar situations. Most of the study participants said that the training session not only helped them to think differently about situations and issues, but also helped them to understand the importance of not assuming that the way they viewed people was accurate. Most of the participants needed to feel like they were in a “safe” learning environment. They commented frequently on how the opening exercises were “comfort makers” or “excellent ice-breakers” and how the curriculum was presented in a “comfortable manner.” The comfort level of the participants increased dramatically from the morning to the afternoon. Most of the study participants said that the session “opened their eyes” implying that their eyes (or minds) had previously been closed to accepting, or making an attempt to understand, the information shared during the session. One of the participants said that she had always thought of diversity in terms of interacting with people but never in the context of how many “roles” they have had (personally or professionally) or how many different relationships they might have had in their immediate or extended family. A few of the participants said that the training had special significance for them because they were surprised to discover that what they learned in the session could be applied to their personal and professional lives. One study participant said that the session should be taught in the schools, within the community, to adults and to children. This participant said that the experience was a “transforming” event.

Most of the study participants stated that the training was an eye opening experience that made sense to them. They noted that they now understand how to apply

what they learned to their personal and professional lives. Furthermore, one participant (Nancy) stated that it was a transforming event and all of the participants stated that they believe our differences are what makes' us unique.

To leave a session of this nature feeling more comfortable, pensive and reflective seemed to be significant for the study participants.

Research Question 2. What was the essence of their diversity training experience?

As the training session progressed and the study participants talked about the experience, most of them realized that the session was developing into a very unique, different, influential and thought provoking experience. Each exercise created a foundation for, and made a connection with, the next one. Consequently, during the exercises in the afternoon (case studies and *Lunch Date* video) conversation among the trainees was much more lively, trainees took more "risks" in their dialogue and even trainees who had not said anything all day began to contribute. The participants acknowledged being very apprehensive when the exercises began and to relaxing as the exercises unfolded.

The study participants averaged almost two decades of work experience and the majority of them had some management or supervisory experience. As a result, they came to the session with some experience in conflict resolution, and working with groups of people. As most of them described the impact the training experience had on them, they moved from being questioning and curious to being more introspective. For example, Sally said "I was really worried going into it [diversity training]. I thought I would be bored and everything, but when the facilitator put down all those things related to diversity, I was just astounded." A couple of the other participants talked about how

nervous everyone seemed to be at the beginning, but how everyone became more relaxed as the curriculum unfolded. They felt that the training experience in general, and the exercises in particular, were of utmost importance to them and had a special kind of quality.

The study participants were very surprised to discover that a session of this nature would motivate them to change how they might interact with co-workers who were either strangers to them, or just different from them. They had a renewed understanding regarding how to deal with issues of difference and internalized many of the concepts taught including, but not limited to, that difference are not necessarily deficits.

The study participants gradually relaxed, moved from being speculative to being more introspective and from being apprehensive to being appreciative as the training unfolded.

Research Question 3a. What impact did the meaning and essence of the diversity training experience have on the trainee's knowledge toward those who are different from them?

All of these exercises helped most of the study participants realize that misjudgment and misinterpretations based on their own cultural viewpoints (ethnocentrism) of situations and people who are different from them occur daily. One study participant stated that realizing her first reaction to the coining exercise was inaccurate surprised her, and provided her with information about a ritual she had not been aware of. She and other study participants now understand that they must make a concerted effort to get accurate information (knowledge) before acting on that information. A couple of the study participants were not only pleasantly surprised to

learn that such a large percentage of employees at the Medical College of Ohio were women, but they felt a sense of “pride” and “accomplishment.” They felt good to know that gender is one of the dimensions of diversity and that some of the discussion during the workshop involved male/female relationships. This was a significant quality, or distinguishing attribute, of the training experience. In addition a variety of events within the experience (exercises, discussion and lecture) made the study participants feel that this event was of utmost importance to each of them (essence).

Research Question 3b. On their understanding toward those who are different?

As we learn about ourselves, and the world around us, we are constantly trying to make sense of the events that occur in our lives. As a result, it is often a struggle to overcome barriers we may have subconsciously erected in our minds that tend to preclude us from accepting, enjoying, appreciating and understanding different experiences of other people.

One of the study participants (Nancy) was shocked to realize that the assumptions we make about people and issues can have a direct impact on our behavior. She stated that she is working through those perceptions she has developed about people who come into the emergency room (ER) where she works. She noted that when people enter the ER, she tends to develop profiles in her mind about how they look, dress and talk. She stated that the training has helped her to realize how she acquired some of those perceptions.

Two of the other study participants (Nancy and Sally) stated that although they are not as culturally competent as they would like to be, they now have a much better understanding of the importance of working effectively with those who are different.

Nancy said that she realizes that “people miss out on a lot by not talking with each other” and that the training helped her to realize how many “preconceived ideas we have about by just looking at people.” Sally stated that most people think that when a person comes to the United States that they should live and talk like Americans. However, she indicated that she believes cultural differences should be respected and that people should be able to live, dress and speak in a manner that is most comfortable for them. Yet, another study participant (Lucy) stated that she thinks some assimilation should occur. She explained that if a person from another culture moves to the United States that they should “be just as accepting of our culture as we are of theirs. There is value in both (cultures).”

Acquiring information to enhancing one’s knowledge about diversity and cultural competence is important. However, if one is not acquainted enough with the information obtained, then ones understanding of the information will be severally hampered and will have very little, if any, impact on one’s behavior. The training experience made sense to most of the study participants. They became much more acquainted with the subject matter and they seemed to be more than capable after the training of applying the concepts they learned to their lives.

Research Question 3c. On their acceptance toward those who are different?

The study participants approved of the diversity training experience. Their approval was manifested in the numerous comments they made regarding how the training motivated them to make that extra effort to “dig deeper.” One of the participants (Nancy) stated that the training “motivated me to want to go beyond my boundaries and possibly visit a mosque.” Another participant (Maureen) stated that, “if we don’t make

the extra effort to go beneath the surface we simply won't be able to find anything out about people we don't know."

It is almost impossible for most people to devote a significant amount of time talking with individuals whom they do not know. Conversations with others, whom we have not known previously, about parenting, sickness, wellness, religion, race, life and death issues, take time and our time is very important to us. As a result, if we give our time to others, they are probably our friends, relatives, colleagues and business associates. We usually create time for individuals within these groups but we have a tendency not to create the same kind of time for others. Requiring the study participants to go below the water line and discuss aspects of their culture (values, attitudes and beliefs) that are usually considered off limits with people who we don't know, was a significant event for most of the study participants. They appeared to feel that for possibly one of the few times in their lives that they had permission to take the "time" to talk extensively with strangers about issues that are not usually considered "safe." These types of conversations strengthened the relationships between the study participants and co-workers within the session.

Research Question 3d. On their behavior toward those who are different?

The diversity training experience had a profound impact on most of the study participants' behavior during and after the training session. The unique nature of the exercises, the enthusiasm of other trainees, and the fact that MCO supported the initiative were all factors in the study participants feeling motivated to use what they had learned in the session. In addition, most of the study participants were excited because they had

developed relationships with coworkers whom they did not previously know and they had fun during the process.

One study participant (Sally) stated that she has a friend who has a niece who will be marrying a person of Jewish descent and as a result of the training “I need to find out whether or not my friend should serve kosher food at a luncheon she is hosting.” One study participant (Melissa) also stated that she passes a woman in the hallway from time to time and if she (the participant) did not say hello first to the woman, the woman would not speak to her. Consequently, “since the training I have been speaking to her first.” She explained that “if saying hello makes her and possibly myself feel better or more important and it helps our relationship, that’s OK with me.” She continued that the diversity session has helped her to “reconnect with people again” as she does not have as much contact with other co-workers because of the kind of job she has. This training may have motivated this participant to address a need she has to engage others in dialogue.

To link or join together two thoughts constitutes some sort of relationship or connection within the human transaction. Most of the study participants indicated that the training session helped them “bond” with other coworkers and that they felt much “closer” and “connected” to their coworkers. Lucy stated that because it was an all-day program she was able to share more and to connect more with people in the room.

Nancy stated that she feels she has a special connection with people she met during the training session and another study participant (Carmen) stated that she gradually “connected” with the trainees and facilitators. Melissa stated that she has seen a few trainees from the training session in the hallway and that she was very comfortable engaging them in conversation. She noted that she simply feels better about the person as

a result of the training. She also stated that as a result of the training, “I think we only scratched the surface. It is a good start to a very different kind of conversation as long as people take it away and continue to talk.”

One of the study participants (Nancy) was motivated by the joy and satisfaction of being able to share her knowledge with someone publicly. Another participant (Carmen) felt a sense of duty to stop the spreading of misinformation. These participants felt that it was their responsibility to engage individuals in dialogue, whom they did not know, about issues that normally are considered extremely sensitive.

Research Question 4. What is the perceived effectiveness of diversity training on the understanding, acceptance, knowledge and behavior of employees at MCO?

Most of these study participants saw the value of having good working relationships with coworkers and appeared to understand that diversity training is a good mechanism for integrating diversity into staff development initiative. One of the study participants (Carmen) said that “I do not really know if I can attribute the fact that I have better working relationships with my coworkers, (who were not in the session), to diversity training because I have worked at MCO longer since the training than I had prior to the training.” However, she said that by attending the training her relationships with employees she met during the session would not have been enhanced if she not attended the session. Another study participant (Hiram) said that he has always been very adept at developing relationships with people who are different from him. Consequently, the diversity training session only reinforced what he has always believed and practiced when he has interacted with others.

The more education one has (Carmen and Hiram), the more one has been exposed to other cultures and travel (Hiram) the more likely they are not to view diversity training the same as others. This type of training may simply reinforce what they already know.

A few of the trainees used words such as “interesting” and “good” to describe the impact the training had on their understanding and knowledge relative to how to deal with issues of difference. Others used different words like “astounding”, “amazing”, “transforming” and “eye opening” in describing how the training impacted their knowledge and understanding. These data suggest that individuals with a certain level of education and/or a background in nursing or teaching may process information obtained from a training session of this nature differently than those of other levels of education. These individuals may possibly gain less from the experience as opposed to individuals with a lower education level and from non-teaching or nursing background. Hiram (teaching) and Lucy (nursing) frequently commented that although the training was good, a significant number of the issues discussed simply reinforced what they already knew. Lucy said that her background in nursing and in the organ donation field required her to interact with individuals who were different from her. Hiram said that teaching and traveling to other countries helped him to become adept at working with individuals who were different.

Most of the study participants were very interested in their coworkers and/or subordinates attending a diversity training session. One of the participants (Nancy) stated that she felt all employees should attend training of this nature and that she has encouraged one of her coworkers to attend. Sally stated that she has encouraged her staff

to attend this type of training and she noted that if the training has the same impact on her staff and coworkers that it had on her, working relationships among the entire staff could be enhanced.

Research question 5. Which instructional strategies, training techniques, pedagogy and practices enhanced the diversity training experience?

The study participants talked extensively about the impact the exercises had on them. The experiential segments of the session created a wide range of thoughts, impressions and feelings about their values, attitudes, beliefs and patterns of past behaviors. The exercises elicited a reaction from all of the participants. They expressed feelings, some stronger than others, regarding how their initial impressions and perceptions about the exercises were not accurate and how their awareness level was raised.

All of the exercises resonated with most of the study participants and each participant remembered each exercise. These exercises were unlike anything these participants had experienced previously and had a profound impact on how they had viewed issues of difference prior to the training. Placing the line exercise at the beginning of the workshop was very effective because it challenged the participants and was fun at the same time. Yet, one study participant (Hiram) said the exercise was too “hasty” for him and that he thought it was unrealistic to expect a person to share such personal information with someone they had just met. The manner in which this study participant processes information from a session of this nature may stem from his culture and/or his feelings about the time he feels is needed to engage strangers in conversations about issues below the waterline. Nonetheless, the early strategies set the tone for the

remainder of the session, and sent the message to the other study participants that the journey was going to be very different, fun and exciting.

The water line exercise was conducted subsequent to the line exercise. This teaching technique enhanced the ability of the trainees to make the transition from discussing somewhat sensitive issues with strangers to analyzing what had occurred during the exercise. Most of the study participants understood and accepted the concept of how going below the waterline can enhance working relationships. However, Hiram stated that although he thought the line exercise made a “good point” because it helped him to “see a lot of things that are underneath the surface” he did not see the connection between the exercise and “multicultural awareness.” He said the exercise helped him to realize that a person may have a lot underneath the surface, but he would like to know more about what those things are.

Conducting the bead exercise late in the morning provided the study participants, and other trainees, time to bond and become comfortable with each other. An exercise like this, if it is not presented at the right time and thoroughly debriefed (explained), can be a negative experience and create some frustration. This exercise seemed to be a very memorable experience for the participants, because it illustrated that most people don't have as much diversity in their lives as they think. One of the study participants (Melissa) stated, “We grow up in communities and stay in similar communities and really do not deviate much from that.” Yet, this exercise brought to the surface certain emotions such as frustration and anxiety from one of the study participants because their cup was not multicolored. Nonetheless, the participant said that another trainee told her that it was “OK” for her cup not to be multicolored and that she should be proud of who she is.

Allowing adequate time to debrief the exercise and to present the four photographs prior to lunch was also very effective because it gave the participants an opportunity to talk and process during the lunch hour everything that had happened up to that point. In addition, giving the study participants the opportunity to think about and evaluate the experience and helped them embrace the concepts presented during the morning.

Viewing the four photographs and expressing their thoughts on how they perceived the individuals in the photographs, seemed to uncover thoughts the study participants were unaware of. Learning that their assumptions about the individuals in the photographs were wrong startled most of the participants and it motivated them to search for reasons as to how their assumptions could have been so inaccurate. Hiram acknowledged that the other trainees were surprised when they discovered that their perceptions were not accurate. Yet, he was not sure that it [the exercise] raised his awareness to a different level because “ I think in everyday life we get surprised by that (misperceptions) all the time.”

The western biomedicine discussion was very educational for a few of the study participants. They indicated that listening to a different presenter and just hearing a different voice enhanced the learning process for them. However, Melissa stated that the discussion seemed to “drag” and Nancy stated that she remembered the presentation but did not remember much of what was covered. Both participants mentioned that listening to a lecture right after lunch probably had an impact on their ability to retain the information.

Lecturing to the study participants after lunch was not an effective training technique and that individuals possibly would have retained more if the exercise had been more interactive.

The case studies and lunch date video were good discussion topics for the afternoon. These subjects were presented in an interactive way and the study participants were provided adequate time to analyze the meaning of each. The discussion about coining introduced most of the participants to a new “world.” The discussion, revealed to the study participants that their basic beliefs regarding what child abuse looked like had been “shaken” and that some issues within our society were not as clearly defined as they thought they were.

The lunch date video reminded the study participants that everyone feels vulnerable when faced with situations that make them uncomfortable. The video also was consistent with at least one of the objectives of the workshop which was to help trainees to see the importance of working through our assumptions and to seek more information before we speak or behave.

Research question 6. How were the employees’ understanding and acceptance of co-workers who are different from them enhanced as a result of the training?

The study participants learned that preconceptions of others may cause them to behave inappropriately. For example, they interpreted the photographs in a certain way and were comfortable with the interpretations. Nonetheless, when they were given the true identities of the individuals in the photographs, they were very surprised that their perceptions, or interpretations, of who they thought the individuals were, were not only inaccurate but was significantly different from who these individuals were.

The study participants learned a great deal from other trainees as a result of listening to various thoughts, ideas and points of view. Although one trainee (Hiram) said that he appreciates and understands diversity, he indicated that, “maybe someone else who has not been exposed to different cultures may have felt differently about the exercises. However, I have lived in several cultures and I have seen a variety of cultures and I have become accustomed to dealing with individuals from different backgrounds.” This experience was not as meaningful for this particular study participant as it was for others. Yet, a few of the study participants commented on how much they learned from this particular study participant as they listened to him talk about customs, traditions and the overall way of life in his country of origin.

Learning from others during the diversity training session had an impact on many of the study participants and helped to enhance their working relationships with coworkers in the session and outside the session.

Themes

Five themes emerged from the interview process after reviewing the data: knowledge, behavior, self-revelation, enjoyment, and thinking.

Knowledge

Discussions among a diverse group of individuals can be lively, interesting, spirited and educational. These types of discussions tend to enhance the development of critical thinking skills, which are necessary in a profit-oriented economy. Exposure to as many people as possible from a variety of ethnic backgrounds enhances the quality of dialogue and can promote interaction among those who are different. This kind of

exposure can also expand one's knowledge about issues with which they were previously unfamiliar.

The majority of the study participants indicated that they felt the training session taught them a great deal about communication and not making assumptions, and how important it is not to allow our perceptions of others to determine how we behave toward them. One participant said that the session was a good mechanism for starting a discussion about diversity and that if "one person walked away feeling that when they looked at another person they are only seeing a part of that person then the training had value" (Melissa). Another participant (Nancy) said "the situation that dealt with the coining incident totally blew my mind! That is the only way to describe it. This exercise really helped me to look at people and situations differently. It really did. I simply never knew that there was a tradition like that before."

The study participants talked extensively about how the diversity training experience enhanced their comprehension of a variety of concepts and improved their capacity to apply what they had learned. Sally said:

Although I had heard some negative things about it (the training), after I have attended it I have shared with my staff that it really is a good experience and they should take part in it. I also told them it was very interesting because I had never talked about diversity before as we did that day in that session.

Most of the study participants developed a better understanding of the fact that preconceived ideas can lead to wrong conclusions, perpetuate myths, and that diversity encompasses a very large variety of dimensions (e.g., age, race, sex, disability, religion, experience, class etc.). The process of learning from other study participants continued to

be an integral part of the diversity training experience. A few of the participants talked about how listening to others discuss certain aspects of the experience (small group discussions, lecture or exercises) enhanced their learning as much as the subject matter. Lucy stated that sharing information about herself with individuals (during the line exercise) whom she had not previously met, detecting feelings of uncertainty and gradually watching how “the comfort level increase” was very interesting to her. She explained that at the beginning of the workshop the facilitator might ask a question and a person in the group would answer the question, but direct the answer to the presenter – not the group. However, she continued that as the day progressed, the group started addressing each other during the exercises and then even throughout some of the discussions. She also stated that a person might have a thought that was related to a comment that another trainee had made and then that person would turn to the other trainee and say “Is this what you were saying?” and then dovetail into another conversation. Lucy stated that throughout the day people began to share more and delve a little more deeply. Then people seemed to develop relationships with others, not just the individuals presenting the information.

Nancy indicated that disclosing information about herself and listening to others do the same was enlightening and educational. A couple of the participants talked about how listening to one of the trainees talk about his country of origin provided them with insights about another culture and was very interesting. Sally talked about how listening to one of the presenters explain why two medical students from Africa despised each other was fascinating to her. She said that she would never have thought about the fact that if two individuals were from different tribes, but from the same country, there was a

possibility that one tribe may be hostile toward the other tribe. She said “I would have never thought about something like that.”

These study participants learned that what you see when you look at a person is only part of that person and that you cannot allow your emotional response to what you see dictate how you behave.

The study participants were surprised to learn that coining was a ritual and not child abuse. Being told that MCO’s workforce was predominately female, and that large companies in the past were male-dominated, was information the participants felt they would not have received if they had not attended the training session. Melissa said that she thought the discussion about Western Bio-medicine was a good idea because she was able to see how diversity training was still related to what the mission was at MCO and that “all of us are here to grow and make MCO a better place.” She also said:

I learned a great deal from that movie (*The Lunch Date*) about assumptions.

Whoever produced and directed that was awesome because that direction was so great because and I just thought it was well done. . .that was such a great film, I hope everyone enjoyed it as much as I did! I would like to see it again to make sure that I didn’t miss anything!! . . .

The study participants felt as if they had taken a course that had been taught over six and one-half hours as opposed to a semester. They believed that they had gained (information) more than they had given (one day out of the week).

Behavior

The diversity training experience had a profound impact on the behavior of the majority of the study participants. They were very specific about how the training either

promoted dialogue among coworkers within and outside the session and/or motivated them to educate individuals within the community. The study participants also discussed how they transferred what they learned from the diversity training session to their professional and personal lives.

Behavior after the session -Professional

Carmen spoke about an encounter she had with a group of coworkers after the training regarding misinformation they (her coworkers) had been given about the way a call had been handled by one of MCO's telephone operators. This participant stated that occasionally she works as a part-time telephone operator and that this call came in on her shift and involved her. She related that as a result of conversations she had with a few of the trainees, she felt empowered to be more assertive in helping other co-workers to understand her job. She also stated also stated that she now feels it is her responsibility and obligation to work more effectively with a Pakistani doctors who occasionally talk really fast. She explained that she now feels that she should help the Pakistani doctors slow down so that she can understand them and she now feels that doctors from everywhere need to be viewed in a more positive way. She noted that she understand better now how physicians from different ethnic backgrounds "enrich" the workplace as opposed to "impeding" it.

Another participant (Sally) stated that she intends to challenge her employees and coworkers to attend the training, particularly those who have worked for MCO for a long time. She said that some of the individuals have a very narrow view of things and a mind set about what diversity training is about, without having gone through it. She said that she has told her coworkers that "it [diversity training] is totally different from what your

mind set is.” She related that she has also shared with her staff that it is a very educational experience. She also stated that in working with her co-workers and employees, “I have tried to be more conscious of my body language with them, especially my male employees so that there is no awkwardness or misunderstanding in our communication.”

Lucy stated that the training made her feel like “we are all on the same team”. She noted that the training was particularly meaningful to her because as a new employee it provided her with the opportunity to meet members of the MCO family. As a result she stated that if she were to see any of the individuals from the session in the hospital she would feel more “connected” and more “comfortable” with them.

The content of the training curriculum, the exercises and the way the exercises were conducted motivated the study participants to use what they had learned in the session. They felt safe confronting others outside of the session and they apparently felt that they had much closer working relationships with other trainees after the session ended.

Behavior after the session-Personal

Nancy discussed how she called a radio talk show, from her car, while the host was still on the air to educate him about the proper way to pronounce a language spoken in the Philippines. She said that she told the host that she had just participated in a diversity training session at the Medical College of Ohio and had learned about the language in the class. She also stated that she told the host the class was the “most amazing class” she had ever attended.

Melissa stated that she engaged members of her family in dialogue about the diversity training session and that she specifically talked about the movie [*The Lunch Date*]. She noted that “We ran [she and a few of her relatives] for almost four miles and I talked the whole time about the training and the movie in detail.”

The ability of the study participants to duplicate behaviors geared toward dealing with issues of difference that were modeled during the training session, had an impact on their willingness to engage individuals in conversations whom they did not know previously and to their relatives.

Self Revelation

Learning something about oneself that was not previously known can be very beneficial, particularly if the information enhances a person’s ability to work more effectively with coworkers. Melissa said that the diversity training experience, “lit a fire up under me and helped me to look at myself in more than one way.” She said that she learned that, “letting go of my pride and ego (when interacting with others) might make someone else feel better.” Melissa said:

I felt really guilty about my cup (the bead exercise) because I thought it should be more diverse. However, a woman in the session, who I think was a physician, told me that I did not need to feel guilty about my cup, that I didn’t need to feel bad because that was who I was and there is nothing wrong with that. My whole life I have been trying to not categorize people and here I have been categorizing myself, looking at myself in one way. . . to discover that I have even *misfiled me*.

What a person sees is only a small part of me.

Nancy stated that the diversity training helped her “realize how I acquired some of my misconceptions and how to get past them.” Maureen indicated that the bead exercise revealed something to her that she had never thought about. She explained that she had never thought about the fact that “the people I go to church with, my teachers, hairdresser were all the same race as me.” The exercise helped her to realize that she “did not get out much.”

Thinking

Comprehending, developing opinions and ideas, reflecting, and pondering concepts requires concentration, energy, and time. All of the study participants talked about how the training experience affected their thinking patterns and levels of awareness. Hiram stated that the training reinforced with him the importance of being patient. He said that when you encounter differences:

Don't be judgmental when faced with differences. Don't judge people on their beliefs. I think that the big take home message is that when you see a person who is not in line with your culture, be patient, listen to that person and don't be judgmental about the other culture, just pay your respects, listen to them and then try to understand their particular view.

Melissa stated that the training helped her to develop a better understanding about other cultures and to appreciate them. Lucy indicated that prejudice based on your own assumptions can cripple a working relationship, a social relationship and any kind of relationship with another person. She stated that the exercise involving the photographs was an excellent example of how you can't judge without more information and how we

might be more alike than we are different. Carmen stated that her eyes are a “little more wide open now.”

Maureen seemed to be looking at herself through a much larger window as a result of diversity training. She stated that she believes that everyone knows something about diversity but does not apply it to their lives unless they really think about what they are doing on a day-to-day basis. She stated that the training helped her to realize that she is not a “very well rounded person.” She noted that she needs to “get out more” and she stated that the diversity training session challenged her to “think outside of the box.” She stated that she now understands that you should not judge a person solely on their appearance as first impressions might not be accurate. She continued that, “When you go below the waterline, you are not quite sure what you will find. Sometimes you might not be aware of the fact that you have offended someone who might have a disability.”

Sally, Nancy and Melissa stated that you must get to “know a person a little better” and that now when they think of race and culture, they realize it involves a very wide body of dimensions.

I think that learning more about themselves was a bonus for these participants. Although this was not a therapeutic group session, they felt as if they had reaped some of the benefits others have gained from therapy, without the associated expense, stigma or time.

Enjoyment

All of the study participants had fun during the session. Nancy stated, “I really enjoyed it [the session] and I had a great time.” Sally noted that she enjoyed meeting different people, the exercises and listening to the “laughter.” Lucy commented that she

enjoyed the variety of teaching styles, the techniques, “the pace” of the session and the fact that “good teaching techniques for the adult learner” were used. Melissa noted that she enjoyed the exercises and just “learning new things was fun.” Maureen stated that the session was very “enjoyable” and Hiram stated it was “very well done.” Nancy stated:

When the exercises began, you noticed that people, when they described or talked about themselves, revealed more information in a short period of time than you would normally have obtained from someone whom you did not already know. Pretty soon you learned so much about others in the group within a very short period of time that it was an exciting thing to watch. Then you noticed that not only was the person across from you talking to you but was also talking to the person seated next to them, who was talking to the person seated next to them and before you knew it we had four or five people carrying on this conversation. It was great!

Most of these study participants had more fun, heard more laughter, and thoroughly enjoyed the experience in a manner that they had not anticipated. Most of these trainees embraced the concepts taught regarding how to deal with issues of difference. They developed a very good understanding of how misperceptions, assumptions and prejudgments can create serious problems when one interacts with others, particularly those who are different from them.

Summary

After completing the diversity training session most of the study participants felt more confident in their ability to deal with issues of difference. They felt that the new

information they had acquired has expanded their base of knowledge enough to make it easier for them to interact with individuals whom they did not know previously. The participants frequently talked about becoming more aware of the importance of not pre-judging others and making a more concerted effort to go beyond what they might see on the surface and to go below the “waterline.” In addition most of the participants were pleasantly surprised when their comfort level increased with other trainees as the training session progressed.

The competence of the trainers, the teaching techniques, technology used, the setting for the training, the curriculum design, support of the leadership, teaching tools and the ongoing evaluation of the session had an impact on the effectiveness of the session. Several of the trainees discussed how they felt the facilitators were very skilled at delivering the material, explaining the objectives of the each exercise and being sensitive to their questions and concerns. The variety of the teaching techniques were very instrumental in helping the trainees to understand the information being presented, kept discussion moving at a steady pace and created an atmosphere that was conducive to fun, laughter, a sense of camaraderie and enjoyment. The use of electronic images and demographic data generated by power point and the charting of information to facilitate discussion during some exercises, were very effective at presenting the information in a variety of formats. A few of the study participants talked about how comfortable the setting was, how convenient it was to have lunch provided on-site and how the training environment was very conducive to learning. All of the study participants commented frequently on the variety of teaching techniques used and how the exercises were the most essential aspects of the experience.

The study participants were surprised to learn that misconceptions, assumptions, pre-judging and not going below the surface (i.e. below what you see) has limited them from an educational perspective and has had a profound impact on how they have viewed issues of difference such as race, culture, ethnicity and/or gender. The participants mentioned frequently that they now understand that “digging deeper” is imperative when they interact with people in general and co-workers in particular. They seemed to have a much better understanding that resisting their unwillingness to “open” their “eyes” can enhance their understanding of a variety of issues and that there is value in being more aware, “thinking outside the box” and “listening more than talking”. Several of the participants were very specific regarding how the session changed the way they defined diversity and has provided them with a new perspective on why working effectively with co-workers is essential.

Most of the study participants were able to attach essence and meaning to the diversity training experience, which had an impact on their knowledge, understanding, behavior, and acceptance. Consequently, their working relationships with co-workers were impacted in a positive way.

CHAPTER V. DISCUSSION

Introduction

This chapter restates the research problem and reviews the major sections of this study including methodology, themes, research questions, key observations and how the outcomes relate to the literature reviewed in chapter two. This chapter also discusses the power of perceptions, the value of communication, and conflict resolution. The chapter concludes with recommendations and conclusion.

Statement of the Problem

An individual's ability to function effectively in the context of difference is a core competency and tends to foster a work environment that is conducive to working relationships among employees being enhanced (Cross et al., 1989; Cox & Beale, 1994). Consequently, over the past 10 to 15 years, corporations, along with other public and private entities, have incorporated diversity training initiatives into their staff development curricula. The hope is that this type of training will enhance working relationships among employees (Cox, 1994). It is very difficult to remain neutral when we encounter differences. When we do, we either copy them (differences), ignore them or attempt to destroy them (Lorde, 1984). In that many of us are socialized to view differences as being negative, a well developed diversity training session is one of the few opportunities for employees to talk with co-workers about issues of difference in a safe learning environment, to look at those issues from a variety of perspectives and to bond with co-workers within a relatively short period of time.

Overview of Methodology

The questions of this qualitative study focused on the impact of diversity training on healthcare workers at the Medical College of Ohio. Pre-training interviews of the seven study participants were conducted during the second and third week of May 2004 and the post interviews occurred within 30 to 40 days after the training. The administrator who was responsible for the diversity initiative was also interviewed after the training. All interviews were audio taped and transcribed verbatim. The transcripts were presented to each participant (member checks) who, in turn, verified the accuracy or made the necessary clarifications or changes. Peer reviewers and peer debriefers were also used to enhance trustworthiness. The transcripts were analyzed and interpreted for emerging themes. The themes were then analyzed within the context of the research questions.

Discussion of Results

The basic goal of this study was to determine what impact diversity training has on an employee's behavior toward those who are different, knowledge of how to deal with issues of difference, acceptance and understanding of those differences. The purpose was to evaluate the effectiveness of diversity training on the working relationships among health care workers at MCO. Effectiveness was determined by measuring the employee's knowledge, acceptance, understanding and behaviors as a result of the training. On the basis of this study, the training session seems to have had a significant impact on the behavior of the study participants toward those who were different from them, their co-workers within the session and coworkers outside who did not attend the session.

Most of the study participants attached significant meaning to the training experience and they were very specific about the essence of the experience. The meaning and essence of the experience had a major impact on their knowledge, understanding, acceptance and behavior toward those who were different from them. They perceived the training as having an impact on their understanding, acceptance, knowledge and behavior of employees at MCO. In addition the study participants' understanding, and acceptance of co-workers, who were different from them, was enhanced as a result of the training. Also, the study participants felt that the instructional strategies, training techniques, pedagogy and practices enhanced the training experience.

Five themes (knowledge, behavior, thinking, enjoyment and self-revelation) were prominent throughout the study. The training was a "transforming" event according to one study participant, was an "eye opening" event for most of the participants, and seemed to have had a positive impact on how most of the participants now view themselves (self-revelation). Most of the participants talked consistently about going below the waterline and they were motivated to talk with others about what they had learned during the session (behavior). The participants indicated that the training taught them a great deal about not making assumptions (knowledge) and to look at people and issues differently (thinking). They also talked about the humor and laughter which was prevalent throughout the session (enjoyment).

Key Observations

I believe that the training had a profound impact on how most of the trainees looked at conflict resolution, the power of perceptions and the value of effective communication.

Conflict Resolution

Most of the study participants (Carmen, Sally, Melissa and Nancy) talked about situations involving conflict or potential conflict. One participant (Carmen) provided a specific example of how she dealt with a group of coworkers regarding a problem. Another participant (Melissa) discussed how she has changed her behavior toward another employee who has refused to speak her when they encounter each other, and one participant (Nancy) talked about changing the way she looks at individuals, who look different, who enter her work area. Another participant (Sally) said being more conscious of how she manages employees under her supervision will hopefully minimize misunderstandings and problems. Most of the study participants also said that they would feel more comfortable talking with someone whom they had met in the training session about a work related problem as opposed to a coworker whom they had not known previously.

The participants seemed to be better equipped to negotiate or resolve struggles between opposing principles (conflict). The training experience has reinforced, or helped them to understand, that it is not always necessary to assign, a negative value to a situation, when differences of opinions surface. These trainees seemed to have developed a perspective that problems involving coworkers are opportunities for growth.

Power of Perception

Most of the study participants acknowledged that perceptions do tend to become one's reality and can have a profound impact on one's behavior. The various exercises (waterline, the line exercise, four photographs, the lunch date, and case studies) were excellent illustrations of how what one sees has an impact on what one does. I believe

that despite the fact that each of these participants have, on the average, been in the workforce almost twenty years, this type of workshop clearly demonstrated to them that their values, attitudes, beliefs, and patterns of thinking (culture) will always have a significant impact on shaping their worldview, regardless of how much experience they have had working with people. For example, most of the study participants were very vocal about how they are more aware of the need for them to work through their misperceptions of others and that the assumptions they make about others can be inaccurate. As a result, they have a better understanding about how they look at people, situations, traditions, customs, how culture functions in people's lives and how these factors will have an impact on their behavior (Cross, 1996). In addition, the study participants also appear to realize and that on a daily basis, they must guard against basing their opinions, and making assumptions, solely on what they see.

Value of Communication

The majority of the study participants indicated that the training experience motivated them to change the way they have communicated and how they have viewed others who were different from them. Carmen said that her view of the Pakistani physicians she works with at MCO is different and that she now feels their (the Pakistani physicians) ethnicity has a positive impact on the work environment as opposed to a negative impact. This statement coupled with her belief that she now feels the need to take more responsibility for improving how she communicates with these physicians, underscores Thomas and Woodruff's (1999) contention that organizations need to become more adept at adjusting to those who are different.

Organizational Impact

The structure of most organizations still tends to mirror traditional hierarchies which are usually comprised of a CEO, senior administrators, mid level managers, line staff and support staff with the lines of authority outlined in a table of organization (Hersey & Blanchard, 1996). These types of organizations are usually governed by a policies and procedures manual that is designed to be used as a guide to understanding protocol within the organization. The structure of the Medical College of Ohio coincides with the traditional model. As a result employees tend to interact primarily with co-workers within their respective work units throughout the work-week and contact with co-workers in other parts of the organization is usually limited to casual conversations during the lunch hour or incidental contact in the hallway. Even new employee orientation or participation in other types of on-the-job-training sessions do not allow employees the opportunity to engage co-workers in conversations involving in-depth discussions about worldview, culture, ethnicity, communication styles and/or the various dimensions of diversity. Diversity training is essentially the only opportunity for individuals to bond with co-workers, within a short period of time, whom they do not work with on a regular basis. Most of the study participants mentioned frequently that the diversity training experience helped them to realize that the relationships they developed with other trainees would enhance their working relationships with those trainees after the session has ended. A couple of the trainees indicated that talking with other trainees throughout the course of the training day helped them to understand that once a bond has been created with a co-worker their relationship with that co-worker has been changed, in a positive way, permanently. As a result they related that if they were required to interact

with another trainee in the context of resolving a problem they would feel more comfortable with that trainee because the common experience they shared during diversity training. Another study participant said that she feels that the diversity training experience provides employees the opportunity to learn more about the job responsibilities of co-workers. Consequently, the better they understand a co-workers job the more sensitive they can be to the types of challenges their co- workers face which also would could enhance their relationship with them.

Research Findings and Literature

Cultural Competence Continuum

Discussions with the participants during pre-interviews indicated that they were very comfortable working around individuals from different cultures. As a result, most of the participants appear to have moved from being at a stage of cultural pre-competence (recognizes that a problem exists) to a stage of basic cultural competence (acceptance and respect for differences) on the cultural competence continuum (Cross et al., 1989; Lindsay et al., 1999). In addition Sally and Maureen were initially at a stage of cultural blindness (color/culture does not make a difference and should not be highlighted). For example, Sally stated that she initially had concerns about the importance, (or value), about a session of this nature and she thought it might be boring. She stated that she had delayed registering for the session and simply had not placed it [diversity training] on her calendar. Maureen stated that although she was exposed to individuals who were different from her at an early age, she acknowledged that she has had limited exposure to issues of difference as presented in the session and that prior to the session she did not see the significance of dealing with issues of difference. She noted that the training

“opened my eyes a little more” and that “I have changed the way I define diversity.” She said that she now realizes she does not “get out much.”

The post interviews revealed that most of the study participants have a new appreciation for and a better understanding of the importance of continuing to work toward becoming more adept at functioning effectively in the context of differences (culture competence) as result of the session. As a result, most of them (Nancy, Sally, Melissa, Carmen and Maureen) gave specific examples of how their behavior toward their co-workers changed during and after the training

Five Elements of Cultural Competence

Creative exercises that were designed to gradually allow the study participants to experience or digest the material being presented throughout the course of a training day were very effective in helping the study participants, retain what they learned. The manner in which the study participants described their experience during the session was reflective of Cross et al.’s (1989) five elements of cultural competence. All of the study participants made at least one comment about how all of the exercises either increased their awareness level or reinforced their awareness and acceptance of differences (first element). Sally noted that she was not aware that culture and diversity encompassed so many different dimensions and Maureen stated that she is more aware of the importance of digging deeper. Carmen stated that she is more aware of people in her life who may not be what they appear to be. Melissa stated that she is more cognizant of the fact that what we see is only a small part of the person and Hiram stated that being aware that you can’t know everything about every culture was good. Nancy stated that the session helped her learn about the commonality between cultures. Lucy stated that the session reinforced

with her that we are more alike than we are different. Most of the study participants seemed to be much more aware of their own cultural values (second element) and some of the dynamics of difference (third element) such as ethnocentrism and stereotyping. In addition most of the participants talked about how their knowledge of other cultures has been enhanced (fourth element) and the majority of the participants gave examples of how they applied their cultural knowledge to certain situations (fifth element). Consequently, the study participants felt more culturally competent at the end of the session than they did at the beginning.

Unity Versus Sameness

A few of the study participants talked about how the training experience helped them to see the importance of being a part of the MCO family. Lucy, Nancy and Melissa indicated that being involved in a session of this nature with other MCO employees made them feel part of a unified team effort, which is consistent with Evans' (1995) assertion that cultures and races can be one, without being the same. Melissa stated that she believed the trainees were participating in the session because they were all MCO employees who were trying to make MCO a better institution, not because of their race. This coincides with Evans' (1995) definition of unity. He stated that in order to have unity there must be a oneness of purpose and both parties must be willing to move forward in a central direction for the common good of all involved.

Most of the study participants internalized many aspects of the training. Thomas and Woodruff (1999) noted that systems (policies, procedures, norms) within an organization need to be modified so that the development of new cultural roots can occur. He stated that organizations need to train employees to help them develop skills in

recognizing diversity mixture, diagnosing contingencies (context) and to applying action. The fact that the participants talked about how the training helped them to realize that their assumptions about people (and situations) can be inaccurate and that the phenomenon they experienced caused them to think differently, leads me to believe that a foundation has been laid for some degree of systemic organizational change.

Sally said that the training challenged her to think differently (“outside the box”). She said that disclosing information to others (within the session) and listening to the ensuing dialogue among the participants was an enlightening experience. Nancy said that the exercises forced the group to “rethink” how “we looked at certain things and that the four photographs were excellent illustrations of how misperceptions are created. Maslow (1982) indicated that challenging one’s previously accepted beliefs is reflected in the need for adults to grow in perspective and self-actualize to their potential as adults.

Change in Behavior

The diversity training experience motivated the majority of the study participants to behave differently within a short period of time after the session. Kirkpatrick (1983) said that individuals who complete a training session must be given the opportunity to think about, analyze, process and internalize what the training experience meant to them. Melissa, Sally, Carmen, Nancy and Maureen gave specific examples of how their behavior changed after the training and they seemingly were anxious to share what they had learned. Each participant seemed to be convinced that MCO was supportive of their willingness to use what they had learned during the session and they each appeared to have the necessary knowledge and ability to discuss aspects of the training with others. Greeting co-workers in the hallway, calling into a talk-show, confronting co-workers

about misunderstandings and talking with relatives about the experience are strong indicators that the participants viewed their being able to share their experiences as their reward. Kirkpatrick (1983) indicated that before change in behavior can occur as a result of training the trainee must have a desire to change and the necessary skills and knowledge to try the new behavior. He further stated that the trainee must work for a boss who allows and encourages change. He also stated that they must be rewarded for the change.

Leadership

The content of the session and the manner in which the material was presented has implications for current and future leaders. The discussion by Kouzes and Posner (1995) regarding the five characteristics of an effective leader coincides with what the study participants stated they learned as a result of this training. The first stage (inspiring a shared vision) seemed to be reflected in statements made by two of the trainees (Nancy and Lucy). Lucy said that being a part of the training session made her feel like she was part of a team and Nancy said that she felt that everyone (in the training) was there to help MCO become a better place. The presenters were very good at introducing the exercises and encouraging the trainees to think and share (encouraging the heart). In addition, the presenters modeled the type of behavior by sharing their personal stories with the trainees (modeling behavior) and the presenters challenged the study participants to examine their personal values, attitudes and beliefs as being the standard relative to how we deal with issues of difference (challenging the process). Also they provided the study participants with information that the participants could use as they engaged others in dialogue about issues of difference (enabling others to act). Employers could use

training of this nature as a foundation for developing leadership skills among their employees.

Transfer of Training Model

Holtons' (1998) transfer of training model discussed three crucial factors that affect transfer of training: motivation to transfer, transfer climate, and transfer design. The study participants felt empowered to use what they learned during the session, and acknowledged that they were more informed and more supported which seemed to enhance their "motivation" to transfer what they had learned. The fact that diversity training is an on-going initiative at MCO and that the organization is devoting time and resources to evaluate the training is indicative of a supportive climate for transfer.

A variety of attempts at refining a methodology for measuring whether transfer of learning from the training classroom to the workplace occurred, and the resulting organizational benefits of the training have been studied previously (Ban & Faerman, 1990, 1993; Basarab & Root, 1992). Although focus groups, interviews, and open-ended questions might be effective at measuring training transfer at levels three and four (behavioral and organizational change) of Kirkpatrick's (1983) model they are labor intensive and cost prohibitive. However, Ban and Faerman (1990, 1993) conducted qualitative interviews and administered survey questionnaires to individuals who had participated in a management-development training program. The interviews provided them with insight into the organizations climate. The interviews also revealed, that the trainee's evaluation of the training was corroborated by their supervisors. In addition, the behavior, personal and professional of the participants appeared to reflect the transfer design.

A significant number of the study participants said that the training experience had an immediate impact on their behavior. In addition two of participant said that the training motivated them to reflect on, and develop a new appreciation for past and current relationships with individuals who are different from them. Kirkpatrick (1983) said that providing trainees with the opportunity to think about, analyze, process and internalize what the training meant to them, and how they can use the information presented, could only realistically occur over a period of a few months.

The study participants seemed to feel that the discussions during the session were not only meaningful, but it also reminded them about how important their relationships with co-workers (not in the session) and relatives were to them. Most of the participants seemed to enjoy sharing with me conversations they had, after the session, with family members, co-workers, individuals in the community and with others who were in the session about the diversity training experience.

A few of the trainees felt good about the fact that this experience opened up new “horizons” (new areas of meaning) for them and helped them to see how important it was to look at people, situations, and issues from more than one perspective.

Training Evaluation

How the study participants viewed the training was consistent with one of Kirkpatrick’s (1983) evaluation models. He divided into four separate, but related, stages entitled reaction, learning, behavior, and results. The trainees were engaged in the training and reacted positively to the experience. These feelings coincided with the reaction stage which means that the study participants were paying attention and were not bored. The learning stage means that knowledge and skills were learned and attitudes

were changed because of the training experience. He stated that the behavior refers to on-the-job changes and behavior. Kirkpatrick continued that results are more difficult to determine. Yet, asking trainees what they are doing differently than they did before they attended the training is the least that can be done to evaluate results. All the study participants were asked a series of questions regarding whether or not the training had caused them to change their behavior and most of them answered in the affirmative.

Typically, training is conducted when a performance problem has been identified. Management's goal is to close the performance gap as quickly and efficiently as possible with minimal time away from the job, minimal cost and maximum improvement in job performance. Consequently, training evaluation has traditionally been limited to the first level of Kirkpatrick's (1983) model (the trainee's reaction to training immediately following instruction). However, most of the participants in this study simply did not realize how easy and enriching it could be to engage strangers in conversation about very sensitive issues they have never discussed with someone they had not met previously. Most of them said that they would never look at situations, circumstances, co-workers and people in the same way again. This mindset seems to extend to the second and third levels (learning and behavior change) of Kirkpatrick's (1983) model as opposed to being limited to the first level.

The study participants' comments about obtaining more information before acting or behaving are consistent with the interactive simulation called Bafa Ba Fa (Earley, 1987) in which teams tried to trade with each other without knowing the rules of trading. In addition, the fact that most of the participants applied what they learned during and after the session compares favorably with Grave's (1984) theory that adult learning works

best when it is problem-centered and learners are often able to apply their real world experiences. He also said that experiential learning can assist them in their effort to deal with issues at work, within their family and within the community.

A majority of the study participants did not realize that they would learn as much, if not more, about themselves as they would from the material in the workshop booklets. All of the individuals during the pre-interviews, with the exception of Sally, said that they had had a significant amount of experience working with individuals who were different from them and that they were comfortable working with, or around those who were different. However, the participants seemed to be more confident, self assured and competent, as they shared their thoughts with me regarding what impact the training had on each of them. It appears that they believed that they have uncovered one of MCO's best-kept secrets and they seemed really fortunate that they have been given the opportunity to participate in such an experience.

Becoming "comfortable" with being "uncomfortable" was a phenomenon that I think most of the study participants were surprised to gradually see unfold throughout the course of the training day. The line exercise initially seemed to elicit a wide range of emotions ranging from nervousness and confusion to calmness and clarity. They talked about how they have accepted the fact that they were wrong in the assumptions they made about the four photographs and about the individuals in the *Lunch Date* video. The bead exercise seemed to not only surprise the study participants but required them to look at their "world" from a different perspective. Although the session seemed to reinforce the beliefs of some of the participants (Hiram, Carmen, and Lucy) these individuals still

acknowledged that part of the curricula design (exercises) helped them to develop insights into the danger of making decisions about others without adequate information

Organizational Impact

Carter and Spence (1996) indicated that diversity training made a difference in staff relations and quality of care at 490-bed Medical Center with 3,000 employees. In addition to the fact that this facility is almost a mirror image of MCO, the statements employees made about the impact of diversity training were almost identical to statements most of the study participants made about how diversity at MCO affected them. One employee in the Carter and Spence study stated that she could now relate more personally with fellow employees, who attended the session and that she could hug and talk with them without barriers.

Most of the present study's participants gave a variety of examples which involved them talking with coworkers, members of their families, individuals in the community, subordinates and other trainees about the diversity training experience. Morrison (1996) stated that diversity training can enhance an individual's personal and professional effectiveness, which is consistent with the numerous examples the study participant's gave of how the experience helped them personally and professionally. As a result, they seemed to have a better understanding of how making assumptions without getting more information can lead one to make false accusations. Consequently, those who feel that they won't be treated fairly may feel that MCO is not an inclusive organization and they may choose to seek care, or pursue their education, elsewhere. The institution's effectiveness suffers if we fail to attract the best and brightest employees and students. The problem Carmen encountered as a telephone operator is one example

of how communication problems can have negative ramifications for any organization, particularly a hospital. Telephone operators are the individuals everyone (patients, regular and prospective, employees, visitors and faculty) must interact with on a regular basis. If members of these constituency groups question the competence of the operators then they (the constituents) won't have the confidence that calls will be handled properly and their needs will be addressed. As a result, patients may choose not to seek treatment at MCO, and many of the visitors will then have little reason to visit. Very talented employees and students may seriously question whether or not they want to work, or enroll, at MCO, and prospective faculty members may choose not to teach and conduct research at MCO. If the personnel in the emergency room are not sensitive to those seeking treatment, despite how they look, dress or speak, then those individuals may seek care elsewhere also. Consequently, the magnitude of the training experience simply convinced these participants that poor communication, and poor working relationships, among coworkers ultimately can have a negative impact on the productivity of the organization.

It has been said that a team of five individuals manages 120 relationships on any given day (Jackson, 2004). Therefore, the fact that most of the study participants indicated that they not only talked with others about the session, but engaged some of those individuals in serious dialogue about the event, indicates that a significant number of individuals ultimately may hear about how positive this experience was. The more people understand the value of communication, particularly from a cross cultural perspective, and that it is possible to discuss emotionally charged issues such as race, sex, ethnicity and culture, in a proactive constructive and enjoyable way, the more receptive

people will be to working with others who are different from them and participating in sessions of this nature.

Reflective Part of Phenomenology as a Researcher

The group dynamics during the session observed for the present study were simply amazing to me. Although I have facilitated numerous sessions of this nature, to watch the learning process occur as an observer, as opposed to a facilitator, was very rewarding, refreshing, and educational. Occasionally it was challenging to remain in my role as an observer as I had to resist the temptation to insert myself into the discussions or to join in as a participant during the exercises. However, to watch the facilitators “connect “ or “bond” with the trainees and to hear individuals engage each other in what appeared to be in-depth discussions about what normally are considered “sensitive” issues was very enlightening. In addition most of this discussion seemed to involve issues that required the trainees to go beyond the awareness level (i.e., “below the water line”). I expected that the facilitators of a diversity awareness session of this nature would create a safe learning environment and that, as a result, most of the trainees would probably take advantage of the opportunity to discuss issues involving race, ethnicity, culture, age, sex, sexual orientation, and disability. I anticipated that most of the participants would at a minimum begin to question some of their assumptions about their values, attitudes, beliefs, and patterns of thinking. At a maximum I felt that they would become motivated not only to change their thinking about those who were different from them, but also to change their behavior toward others, particularly those who were different from them. I had some reservations about whether or not I would gather enough data about the impact of the training on the study participants. However, what I did not anticipate was how the

study participants would bond with other participants and that a few of the participants would feel comfortable using what they had learned in the training session in their personal and professional lives. Learning from others, conducting self evaluations and acquiring information seemed to motivate most of the participants to change their behavior and/or thinking patterns, look at their world differently, and to have fun.

As a facilitator I have always felt honored and been very appreciative of the fact that leaders have been willing to entrust me with their employees for training sessions that have lasted for as little as two hours to as many as 20 hours over a two-and-one-half-day period. Evaluations from the sessions I had conducted have always been very positive and I have departed thinking and feeling like the trainees benefited a great deal from the session. A well developed and well facilitated diversity training session can be very therapeutic. However, a poorly developed and facilitated session can exacerbate hidden tensions of race, gender and other differences (Lindsay, 1994). Yet, as a researcher I now realize that a training session of this nature could also have life and death implications within an organization such as a healthcare facility. The stories that most of the study participants told regarding how their behavior towards others had been changed as a result of the training are illustrations of how poor communication and conflict among employees, can impact MCO's ability to provide quality, sound, effective healthcare.

Recommendations

A plethora of literature exists on diversity across many disciplines. However, little research has been directed toward determining the effects, or impact, of diversity training (Rynes, et al., 1995; Gutierrez et al., 2000; Loden, 1996). This study contributes to the

evaluation of diversity training research by presenting a detailed, in-depth evaluation of one organization's effort to measure the effectiveness of their diversity training initiative. The research also synthesizes a model that can be used to guide subsequent research. However, in that this was awareness training the expectation was that it would have a short-term as opposed to a long-term impact on the on the behavior of the study participants. Consequently, I would like to conduct a follow-up focused group with all seven study participants approximately one year after the session to gauge the long-term personal and organizational impact of the session.

The major contribution to the literature is that a diversity awareness session can have a significant, and somewhat life changing, impact on the behavior of those who attend and are receptive to the information being shared. Awareness sessions are generally designed to help individuals familiarize themselves with diversity related concepts, terminology, and to become more aware of how their values, attitudes, and beliefs (culture) impacts their behavior. Nonetheless, for this type of training to have had such a profound impact on the behavior of most of the trainees, during and after the session, is not a common occurrence.

Another contribution is that training of this nature can also motivate the participants to analyze (self revelation) their culture, and apply what they have learned during and after training. A certain amount of self-evaluation is to be expected. The issues being discussed, during these types of sessions, require individuals to at least think about how they view the world, and how they might need to look at the world differently (Loden, 1996). Yet, most of these participants talked about changing their views on a

variety of issues ranging from how they look at themselves and how they look at issues to how they look at others (Laabs, 1993; Wheeler, 1995).

One of the most significant outcomes of the study was that leaders need to re-evaluate the way diversity training is viewed, and why it is needed. This study has confirmed that developing a safe learning environment, which is designed to allow individuals to discuss, and analyze a variety of topics, concepts, and issues related to race, culture, ethnicity, and perception is beneficial (Loden, 1996; Carter & Spence, 1996). The study has also confirmed that this training can have a positive impact on relationships among employees. Nonetheless, equally important is that this training can also promote team building, and enhance working relationships among individuals within a homogeneous work environment. Most leaders within organizations devote so much time and attention to improving race relations, that improving human relations becomes an afterthought. Being given the opportunity to develop relationships with other trainees was extremely important to the study participants, and leaders of today and tomorrow need to begin looking at diversity training as a mechanism for enhancing better working relationships among all employees (Gardenswartz & Rowe, 1998).

Everything the study participants learned about themselves personally and professionally coincides with MCO's motto which reads "Change begins with me." The President of MCO during his annual address to the MCO community (October, 2004) stated that everyone must work toward changing the culture at MCO, everyday. He stated that everyday each interaction we have with others either changes the culture or perpetuates and he stated that we must work harder at treating others with dignity and respect. These study participants are more capable as a result of this training to

understand and possibly embrace the new course the MCO President has charted for the institution.

As a result of training I expected the study participants to begin to question some of their assumptions about their values, attitudes, beliefs and patterns of thinking. I also anticipated that they might become motivated enough to change their thinking and behavior toward those who are different from them. Consequently, one might wonder whether or not the undertaking of this study was worth the time, expense and effort. In addition one might think the findings were not groundbreaking. However, I think that the study revealed that this awareness session had a major impact on the study participants personally and professionally. Despite the fact that this was not a skill building training session, the session enhanced the ability of the study participants to interact and communicate with co-workers. Also the study participants were given the opportunity to express and reflect on their thoughts how about to work more effectively with others.

The purpose of sending employees to training is usually to improve their job performance and hopefully the training will have a positive impact on the profit margin (for profit employers) and service delivery (non-profit employers). The fact that the study participants exhibited a transfer of knowledge personally and professionally and that they bonded with co-workers, benefits the entire organization. Yet, this study also revealed that certain elements need to be in place to enhance the quality and success of the training. The passion of the trainers, their competence, the setting of the training, the curriculum, teaching tools, training techniques, technology and the support of the leadership all play a role in the effectiveness of the training. The study participants and

MCO benefits if training not only had an impact on them, but also helped them to be a more effective employee.

None of the study participants knew the identities of the other participants who had agreed to participate in the study. To my surprise many of the study participants were actively involved, and at times leading, the discussion during the session. Although I was not sure how their involvement would transfer to post interviews, I now believe that the pre-interviews probably served as extra motivation for the study participants to be active in the learning process. I also believe that the importance of this training was heightened in the minds of these participants, because they could see that someone within the organization was taking the time to talk with them prior to the event. I would recommend that future studies of this nature involve pre-interviews. Talking with study participants prior to the training can possibly motivate them to become more actively involved in the training. I would also recommend that observing the training session not be an option for the researcher. Knowing what occurred by watching the session unfold had a very positive impact on the quality of my discussion with each participant after the training about the experience. As a result, the richness of the data collected was enhanced.

After piloting the interview questions, I indicated in my summary that this type of diversity training seemed to have had an impact on the three individuals who agreed to participate in the pilot. However, I also mentioned that since those individuals had taken diversity related courses as undergraduates, their exposure to the subject prior to the training, seemed to minimize the impact the training had on their behavior after the session. I noted that conducting a study involving individuals who had not taken any

courses related to diversity, and had not attended a diversity training session, could enhance the ability of the researcher to more accurately measure the effectiveness of the training on behavior. When the study participants agreed to become a part of this study, it was not known, nor was it a requirement, that they reveal whether or not they had previously participated in a diversity training session or had taken any diversity related courses. Yet, the majority of the participants said that this was the first diversity training session they had attended. Their lack of a frame of reference, concerning this subject, seems to have had an impact on their behavior. Nonetheless, one study participant (Nancy), who had attended a diversity training session previously, was impacted as much, if not more, by the training than all of the other participants. She felt empowered to engage a radio talk show host in dialogue about something she learned in diversity training and she said that the training was an eye opening, self-revealing, transforming type of an event. I would recommend that if research involving training of this nature is contemplated that the researcher not be concerned with identifying individuals who have had very little exposure to the subject. Observations made earlier (Chapter IV) regarding how one's education, culture and exposure to travel could cause individuals not to gain as much from a session of this nature still have some validity. Nonetheless, it is clear that prior participation in a diversity training session would not necessarily preclude an individual from learning a great deal during a session of this nature.

If all the individuals in the target audience have completed undergraduate or graduate degrees, I would recommend that the researcher consider conducting a needs assessment of the group, prior to training, to ascertain specifically what their areas of interest are. Securing this information could help the trainer to incorporate into the

curricula exercises, discussion topics and material that could enhance the learning of a more educated adult learner.

An effort was made to identify individuals who had completed diversity training within two years preceding the session held in May 2004 (see Chapter III). The purpose was to conduct a negative case analysis by seeking information from past trainees regarding the diversity training experience. Although e-mails were sent to approximately 300 past trainees, the only responses received were positive. One of the trainees (Sally) stated that she had heard a few negative comments about the training. However, she mentioned that she had heard these comments from a third party (i.e., from someone who had not attended the training). Nonetheless, attempts to locate someone who would be willing to discuss any negative experience they may have had were unsuccessful. Dr. Washington was also unsuccessful in his attempts to engage someone in dialogue about a negative diversity training experience. The fact that MCO was conducting the study may have been a factor in why I was not able to secure the cooperation of a person who has had a negative experience during diversity training. I would recommend that trainees be assured at the beginning of the session that protecting confidentiality of individuals who are willing to provide the researcher with feedback that may be negative about the training, is of utmost importance. In addition the quantitative evaluation form completed at the end of each session should include a statement that reiterates the researchers desire to talk with individuals who may have had a negative experience during the session.

I would also recommend that several new strategies be implemented to improve a study of this nature. Allowing more time to elapse between the training and post interviews would give the trainees more opportunities to use what they learned during the

session. More in-depth pre-interviews with the trainees would provide the researcher with more information that he or she could use to formulate questions for the post interviews. Encourage the facilitators to incorporate more skill building into the training curriculum. Trying to determine if a trainee has been able to use specific skills taught during the session will be much easier for a researcher to evaluate.

More research needs to be done to determine the long-term effects of this type of training on study participants, personally, and professionally (Carter & Spence, 1996; Cox, 2001; Gutierrez et al., 2000). I would recommend that after pre and post interviews involving a diversity training session are conducted, follow-up interviews one year after the training be held with the study participants to determine if any long term affects have occurred.

Conclusion

The rationale for conducting this study was to gather baseline data to determine what type of impact this training has had on health care workers at the Medical College of Ohio. The study revealed that the participants attached meaning and essence to the training and it (the training) had a significant, positive impact on their knowledge, understanding, thinking and acceptance of issues of difference. Their behavior was also significantly impacted by the training experience. The training had a profound impact on how most of the trainees looked at conflict resolution, the power of perceptions and the value of effective communication. This study also revealed that diversity training is the only opportunity to for in-depth discussions to occur among co-workers about worldview, race, culture, ethnicity, and communication styles. Consequently, bonding among co-workers is more easily attainable and ultimately can have a positive impact on an

organization's effectiveness. Transfer of learning occurred and the results of the study are consistent with the five elements of cultural competence and the cultural competence continuum (Cross et al., 1989; Lindsay et al., 1999). The five elements of cultural competence can also have organizational implications. If employees develop an awareness and acceptance of difference individually the organization can move toward valuing diversity. Awareness of one's own cultural values individually can result into self-assessment (organizationally) and understanding the dynamics of difference can help an organization manage for the dynamics of difference. The more individuals work toward developing cultural knowledge the more the organization can institutionalize the development of cultural knowledge. The ability of individuals to adapt practice to the context of the client can lead the institution to adapt diversity-policies structure, values and services. Moreover, Kouzes and Posner's (1995) leadership paradigm and two of Kirpatrick's (1983) evaluation of training models were also embraced by the study participants.

This diversity training experience motivated the majority of the study participants to change their behavior and they learned as much, if not more, about themselves as they did from the material in the workshop booklets. In addition, this study confirmed that diversity training can also motivate the participants to analyze their culture, apply what they have learned and enhance their ability to interact and communicate with co-workers. Five themes (knowledge, behavior, thinking, self-revelation and enjoyment) reappeared throughout the study and most of the study participants used what they learned during the training session after the session was completed. The training energized most of the

study participants and motivated them to want to go below the waterline when they interacted with co-workers.

Organizations that are committed to creating and maintaining a competent efficient and productive workforce need to seriously consider launching a diversity training initiative. Investing in training of this nature has proven to be an invaluable tool in enhancing working relationships among employees.

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APPENDIX A.

Pre-interview questions

1. Can we discuss your educational background?
 - a. In general how has the coursework or workshops helped you to work effectively with co-workers?
 - b. How has coursework or workshops helped you to work more effectively with those who are different from you?
2. Tell me about your professional work experience.
 - a. Have you always worked around individuals who are different from you?
 - b. How do you feel about people who are different from you?
3. Tell me what you think about diversity training.
 - a. How can people benefit from diversity training?
4. What experiences have you had throughout your life that have helped you to work effectively with those who are different from you?
 - a. How would you describe your ability to work effectively with those who are different from you?
 - b. How would you describe your attitude about working with people who are different from you?
5. Could you talk about whether or not you feel it is important to understand and respect other people's customs, backgrounds and values that are different from yours?

6. Can you explain to me whether or not you think it is important to disregard physical characteristics (disability, attractiveness, height, weight, dress etc.) when interacting with others and making decisions about their abilities?
7. Would you explain to me how you think unfair treatment of employees affects the organization?
8. Could you talk about the demographic changes you have seen within the past 20 years within the United States and what type of impact (if any) you think those changes are having on the workforce?
9. Let's discuss whether or not a person's ability to work effectively with those who are different will help the person to be a more effective employee?
10. Let's talk about your knowledge concerning how you deal with issues of diversity with those who are different from you.

APPENDIX B.

Post-interview questions

1. Consider the instructional strategies, training techniques, pedagogy, and practices during Diversity training and let's discuss which ones were most beneficial to you as an individual:
 - a. How were trainees involved in the training?
 - b. To what degree was the content of the training related to helping a trainee become more culturally competent or proficient?
 - c. To what extent were the exercises conducted during the training helpful in enhancing your knowledge about how to work effectively with your co-workers?
 - d. To what extent did the experiential exercises (e.g. small group discussions) help to enhance your understanding of how to work more effectively with your co-workers?
 - e. What information did you receive during the training that has helped you to work more effectively with your co-workers?
2. What are the supports and barriers to the effectiveness of diversity training?
3. How have you used what you learned during the diversity training experience in your personal and professional life?
 - a. What kinds of conversations have you had with your co-workers about the training experience?
 - b. How has the training affected your interaction with co-workers?
 - c. How has the training affected your interaction with co-workers?

- d. Are there any changes that you think should be made in the policies and procedures at the MCO as a result of the training experience?
4. Tell what you think about diversity training.
5. Now let's talk more specifically about the diversity training experience. Which aspect of the training helped you to understand how to work more effectively with your co-workers?
 - a. Would you describe, if possible, the content of the training curriculum?
 - b. How did the course content enhance your skills in working with your co-workers, particularly those who are different from you?
6. How did training experience enhance your understanding of diversity?
7. Could we talk about whether or not you think it is important to understand and respect other people's customs, backgrounds and values that are different from yours as a result of the training?
8. Can you explain to me whether or not you think it is important to disregard physical characteristics such as disability, attractiveness, height, weight, dress, etc. when interacting with others and making decisions about their abilities as a result of the training?
9. Would you explain to me how you feel unfair treatment of employees affect organizations?
10. Could you talk about the demographic changes that have taken place within the United States within the past 20 years and what type of impact (if any) you feel those changes are having on the workforce?

11. Let's discuss whether or not a person's ability to work effectively with those who are different will help the person to be a more effectively employee?
12. Let's talk about your knowledge concerning how you deal with issues of difference with those who are different from you.
13. What were the benefits (if any) of the training being conducted by a diverse team of trainers?
14. Since the training what challenges have you encountered with coworkers who are different from you?
15. How did the training experience change how you interact with your coworkers, particularly those who are different from you?
16. What was the most valuable aspect of the training?
17. What course content will you recommend be incorporated into the training curriculum for future training sessions?
18. How did the Diversity Training experience help you to work more effectively with your co-workers?
19. How did the Diversity Training experience help you to work more effectively with your co-workers?
 - a. Could you describe how the diversity training experience impacted your behavior toward your co-workers?
 - b. How did the diversity training experience enhance your knowledge of how to work more effectively with your co-workers?
 - c. Could describe how the diversity training experience enhanced your understanding of how to work more effectively with your co-workers?

APPENDIX C.

May 10, 2004

Dear :

I invite you to participate in a study. This letter explains what the study involves, who will be collecting the data, what will be done with the results, length of the sessions, the actions we will take to protect confidentiality, how you were selected and the benefits of the study.

The Office of Multicultural Affairs has been conducting diversity training here at MCO since 1998 and we are currently in the process of evaluating the effectiveness of the training. Mr. Samuel H. Hancock, an MCO employee and doctoral student at Bowling Green State University in the School of Leadership and Policy Studies, is working on his dissertation and his study will be on the impact of diversity training on the working relationships among healthcare workers here at MCO. Consequently, we are attempting to recruit at least 5 but no more than 10 individuals to participate in 2 interviews, one prior to training and one after training. Mr. Hancock will be conducting the interviews and during the first interview he will talk with you about your thoughts concerning diversity and related topics. During the second interview he will talk with you about the diversity training experience. The first interview should last no more than one hour and the second interview no more than an hour and a half. The sessions will be held at a quiet, convenient location that you are comfortable with. Each session will be tape-recorded and transcribed. The results will be analyzed and will become a part of Mr. Hancock's dissertation. You will be asked to review the transcripts for accuracy.

Studying the essence and meaning of diversity training can assist other academic health science centers along with public and private employers in developing effective training programs of this nature. Anticipated benefits to you are that training initiatives of this nature can enhance working relationships among healthcare workers. Benefits to you as a participant include an increased level of self-awareness and an opportunity for personal and professional growth as a result of this type of training. In addition, you will receive a \$25.00 gift certificate, a *CultureScape* t-shirt and a \$4.50 meal ticket as a show of gratitude for your participation

If you agree to participate Mr. Hancock will review and execute the appropriate informed consent and confidentiality forms with you prior to the first interview. He will provide you with copies for your files. These forms are required by MCO's Institutional Review Board (IRB) as the board governs the use of human subjects in research. Mr. Hancock will be making a follow-up phone call to you within the next couple days and hopefully he can arrange a tentative appointment for the first interview.

We look forward to talking with you and meeting you. Thank you for your consideration to participate in what we believe will be a worthwhile study.

If you have any questions feel free to contact me at (419) 383-6371 or Mr. Hancock at (419) 383-3579.

Sincerely,

Barry L. Richardson, Ph.D.
Assistant Vice President for Multicultural Affairs

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APPENDIX D.

Telephone Script

Hello. My name is Samuel Hancock and I am calling in reference to the letter you should have received by now from Dr. Lawrence A. Washington regarding the diversity training session scheduled for October 26, 2004.

According to our records you have registered for the session and we are in need of study participants. Dr. Washington and I were wondering if you any questions and would you be interested in participating in the study?

APPENDIX E.

Interview questions for the Assistant Vice President of Multicultural Affairs

1. What was your role in developing the diversity initiative for the Medical College of Ohio (MCO)?
2. What was the rationale for developing the diversity initiative for MCO?
3. How is the diversity initiative at the MCO different from initiatives at other academic health science centers?
4. What is the mission and vision of the diversity initiative here at MCO?
5. How was the curriculum developed?
6. How were the training techniques, strategies, exercises developed?
7. How were the exercises, techniques, and strategies incorporated into the training?