

Final Report

Doerr Institute Leader Development Innovation Award: Developing better leaders by incorporating diversity competencies into training programs

Team

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Current Status of Project

The project team comprised of the individuals listed above set out to develop the following products: (1) a video repository, (2) a competency model for diversity training, and (3) a diversity blind spot training. Thanks to the Doerr Institute, we have achieved this goal and look forward to sharing our ideas and resources with others. What follows is a brief description of each of the three deliverables, with two resulting research reports and the diversity training presentation included as supplementary materials.

As of November 8, 2017, project work on Doerr Institute Leader Development Innovation Award G83188 is complete.

(1) Video Repository

Under the guidance of the three funded graduate students this past summer, two undergraduate research assistants helped create a repository of video clips that can be used to train each of the diversity competencies from the competency model we developed (see below for details). The video repository can be accessed at: <http://diversitytraining.rice.edu/>.



Doerr Diversity Training

About Diversity Training Competencies

The Doerr Diversity Training website is an open-sharing, cloud-storage resource with a collection of movie and television clips. This database of clips is a general guide to show diversity competencies using clips from popular TV shows and movies further proving that diversity is all around us.

Diversity training is a valuable resource to improve employee learning outcomes. When employees learn a few skill-based competencies they can interpret nonverbal cues from diverse others and adopt a different communication style that differs from negative feedback.

To use this site select the clipped based on the competency the user is looking for. The three categories: attitudes, behaviors, and cognitions are the three topics with many subtopics that can be seen when the user clicks on the topic.

Competencies

- » [Attitudes](#)
- » [Behaviors](#)
- » [Cognitions](#)



#INCLUSIONSTARTSWITHI

(2) Diversity Competency Model

Problem Statement

Nearly half of mid-sized companies and almost all Fortune 500 corporations implement diversity programs, spending an average of \$1,252 per employee on training and development, and a total of 67% of all organizations in the United States implement some form of diversity *training*. Despite the surge in diversity initiatives and a wealth of empirical research showing that diversity training is effective, questions regarding what exactly diversity training should look like remain. The purpose of this research is to answer this call for a clear guide to diversity training.

Method

We developed a model through a systematic review of the literature related to specific diversity search terms. Our primary search terms included: *discrimin**, *inclus**, *cross-cultural*, *multicultural*, *heterogeneity*, and *divers** with *training* as the subterm. Using these terms, we searched six different databases (Business Source Premier, PsycINFO,

ABI/INFORM Complete, Education Resources Information Center, PubMed, and ProQuest) to find articles related to this content. The inclusion criteria for the articles in our final database were: any form of diversity; theoretical and empirical papers; competencies, knowledge, skills, and/or attitudes focused on diversity; all ages; all industries; and articles written after 1964 (when the Civil Rights Act was passed). This search resulted in 204 articles, of which six graduate students each coded one-third for their related diversity competency (thus each article was double-coded).

Result

The DARE model of diversity competencies.

<i>Attitudes</i>	<i>Behaviors</i>	<i>Cognitions</i>
Diversity self-efficacy	Diversity-supportive behaviors	Diversity knowledge (specific, general)
Adaptability	Advocacy (leadership, role modeling, mentoring)	Awareness of universal diversity
Respect for diversity	Relaying information/Communication (multilingualism, nonverbal)	Recognition of biases and privilege
Empathy/sensitivity	Engagement/Increased interaction with diverse others	Education on policies and laws

*The diversity competency research report submitted to the 33rd Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) can be accessed in the supplementary materials.

(3) Diversity Training and Evaluation

Problem Statement

Instituting diversity training alone is no guarantee of success. Since incidents of communication problems and conflicts are more likely to occur within diverse workforces and heterogeneous teams, simply increasing diversity among an organization's workforce is not a catch-all solution. Some research even shows that certain diversity training can have a negative impact on intergroup attitudes. Thus, we wanted to measure the impact of a targeted diversity training within a department in an existing organization. Further, since leaders within this particular department (Rice

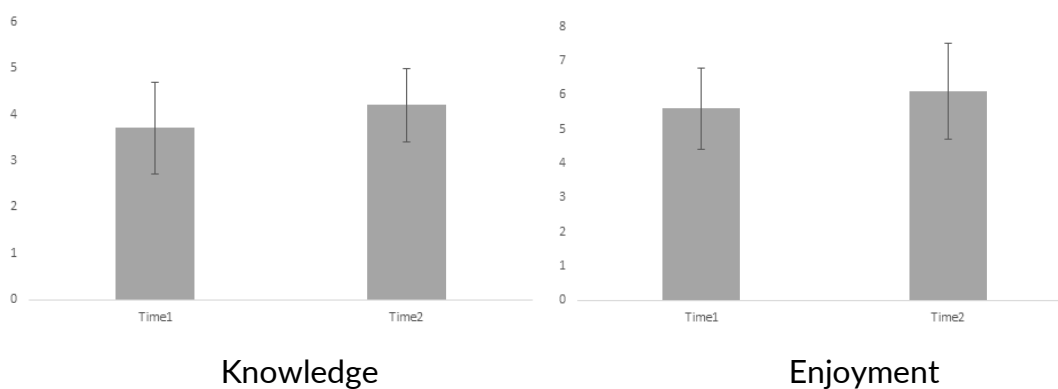
University Global Affairs) believed diversity was an important enough topic to seek external researchers to implement a training, this gave us the opportunity to measure the impact of a training within a department that had support for diversity among its leadership.

Method

Using the diversity competency model we developed and based on the specified needs of the department with which we worked, the project team created a customized, 60-minute multicultural diversity training focused on advocacy, relaying information, and diversity knowledge. This training was administered during graduate student orientation, and participants were asked to take pre- and post-measures immediately before and after the training. A total of 16 Global Affairs graduate students participated in our training (note that we lost three participants from this total due to attrition across different repeated measures). Of our participants, 53% were male, 50% were White, 31% were Asian, and 19% were Black.

Result

We hypothesized that participants would demonstrate growth from time 1 (pre-training) to time 2 (post-training) across five variables: knowledge, training effectiveness, trainer effectiveness, diversity attitudes, and enjoyment. To test these hypotheses, we conducted paired *t*-tests across each dependent variable. Regarding knowledge, we found a marginally significant difference, such that participants answered more questions correctly at time 2 ($M = 4.2$, $SD = .80$) than they did at time 1 ($M = 3.7$, $SD = .99$; $t(13) = 1.61$, $p = .13$ (and if using a one-tailed test, $t_{critical}(13) = 1.77$). In assessing participants' enjoyment of the training, we found a marginally significant difference such that individuals enjoyed the training more at time 2 ($M = 6.1$, $SD = 1.4$) than they expected to at time 1 ($M = 5.6$, $SD = 1.2$; $t(12) = 1.48$, $p = .16$; one-tailed, $t_{critical}(12) = 1.78$). The fact that any difference was observed after a 60-minute training to a fairly egalitarian group (considering their specialty, Global Affairs), this finding suggests that we may find more stark differences when compared to our control group, as well as with future longitudinal measures taken three months and eight months after training.



***The training can be accessed and modified in the supplementary materials. The project team is willing to provide presentation notes to anyone who is interested in them (please send an email either Abby Corrington, Christy Nitttrouer, or Denise Reyes).**

***The diversity training evaluation research report submitted to the 33rd Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) can be accessed in the supplementary materials.**

Statement on Use of Funds

Funds have been used for the requested and intended purpose, as outlined by the funding proposal (i.e., personnel, conference travel, and other direct costs). Funds have been used in compliance with Rice University policies and procedures.

Statement on Learning

Through its in-depth review of the literature, the project team enhanced its collective knowledge of research that has been conducted on training, both broadly and specific to diversity. Moreover, through the team's experience delivering diversity training, its members gained a greater appreciation for and knowledge of the careful planning and execution that effective diversity training requires.

If given the opportunity, the project team might make a couple adjustments related to maximizing time. Specifically, it might schedule more working meetings and fewer status update meetings, as the former proved to be a more beneficial use of time. Additionally, the team might assign individuals to lead different tasks, rather than assigning several individuals to work on a single task at once.

Roadmap for Campus Partners

Our hope for this project is that partners across campus will implement this innovative idea in their disciplines. That is, we offer the materials we developed with the help of the Doerr Innovation Award – including the video repository and diversity competency model – to any individual at Rice and beyond who would like to conduct diversity training in any sphere, from the classroom to a small focus group to organizational employees.