

supervisor of the new hire covers operations within the department and in the new hire's unit.

- New hire's performance expectations for the first year: The supervisor presents this information.
- Company policy and procedures and people responsible for key operations: Trainer and the HR employment manager share responsibility for coverage of this material.

As you complete this list, you think of additional issues that need to be addressed in the development of the orientation, making these notes to yourself. Lunch and breaks need to be scheduled into the day. It would be nice if the entire training team could join the new hire for lunch. Each unit will be considered a module and will use a semiformal lecture/discussion format. Each module will contain some structured content, with the trainer determining on the basis of the trainee's responses how much additional coverage is needed. Sufficient time must be provided at the end to allow for coverage of additional areas of interest to the trainee. Learning aids in the form of handouts will be provided in each module.

END After the last module and a break, the trainee tours the facility. During this time, you meet with the other members of the training team to review your assessments of the trainees'

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learning and plan the feedback session. You note the following issues that must be a part of the feedback session:

- Identify the learning that took place, and reinforce it. This assessment requires oral or written tests examining the learning expected (from learning objectives).
- Assess trainees' performance on the tests, and identify areas where additional learning is needed. Reassure trainees that with so much to retain in one sitting, you want to re-emphasize these areas.
- Initiate a group discussion on how the additional learning can be accomplished. Get the new hire to commit to a plan.
- Obtain public commitment from each member of the orientation team to be available to the new hire for assistance as needed.
- Have the supervisor inform new hire of weekly meetings for first month to review knowledge of the company and the job.
- Thank the new hire for the time and energy given during the orientation, and wish the new hire well on the new job.

Ensure Transfer

In the design phase, you also need to consider transfer of the knowledge and attitudes into the job. The weekly meetings with the supervisor address this need in the short term. You will need to make sure that the new hire documents the plan for additional learning and gives it to the supervisor. This will form the agenda for the weekly meetings. At three and six months, you will schedule half-day update sessions. You note that these will, by necessity, have to be custom-developed a few weeks before the sessions and based on the needs of the trainees. At these time intervals, you will have more trainees who have gone through the orientation, so you can use small group meetings. You decide that you will use your company intranet caucus to determine the types of information needed by the trainees and develop a system for prioritizing the lists.

The outputs from the design are the methods of instruction we determined are best for this situation (noted earlier) and the evaluation objectives (to be discussed shortly).

DEVELOPMENT

At this point, you identified what needs to be done to facilitate learning and transfer and the instructional methods for your training (inputs to the Development Phase). Now you need to produce the instructional material, manuals, and so forth, and identify the specific equipment and facilities required. In developing the material, you will need to examine each objective carefully and compare it with the material as it is being developed to maximize the likelihood that the objective will be met.

Hypothetical Example—Development—Instructional Strategy

Preorientation Training Plan

Develop a checklist for those in HR responsible for selection of new hires regarding preparing new hires for orientation. This checklist for the HR person should contain the following information:

- Reminder to inform each candidate, before making an employment offer, that if they are hired, they will attend an orientation program during the first day on the job.
- Once someone is selected for the job, notify the successful candidate that the first day of work will consist of an orientation, and describe the program.
- Prepare the notice of the orientation date, with purpose, objectives, and agenda. Indicate that the company's preorientation work is required, and that materials will be accessible on the company Web site once new hires receive a sign-on ID and password. Notice is included in the employment package given to the new hire on acceptance of the position.
- Call the new hire on the day after acceptance of the employment offer. Welcome the new hire to the company, and extend a reminder of the orientation and preorientation program. Ask if the new hire has any questions about the process. After answering any questions, provide a sign-on ID and password. Reiterate the date by which the formal preorientation assessment must be completed.
- Send preorientation instructions, training, and assessment materials (see next) to the new hire.

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You now need to develop or acquire, and reproduce electronically, the following training materials:

- Orientation objectives and agenda, with an explanation of how objectives were developed.
- A mission statement, with an explanation of how achieving the mission will benefit society, the customers, and company stakeholders, including employees.
- A core values statement, with an explanation of why these values are held and how they benefit society, the customers, and company stakeholders, including employees.
- A general statement of the company's market strategy and goals. Because this information is proprietary, you will need to ensure that the new hire signs and turns in the company confidentiality agreement before receiving this material.
- An organizational chart with description of key operations, titles, names, and pictures of key personnel.
- A policies and procedures manual.
- Two self-assessment questionnaires for each topic area.
- An answer sheet to self-assessments.
- The formal preassessment questionnaire on the company Web site.

New hires are asked to complete the self-assessment questionnaires and provide ideas for the agenda and objectives of the orientation. These are to be returned within three days. If they not received in two days, a reminder is sent out that the questionnaires must be returned the next day. From these questionnaires the following is done:

- Preassessment questionnaires are scored and feedback is provided to the new hire before the new hire attends the orientation.

Identify SMEs who will be the training team for this new hire.

- Modify objectives and agenda on the basis of input from the new hire and preassessment data. The team should consider new hire suggestions for additional objectives and agenda modification. If adopted, objectives are added and content and

materials are developed. Content for modules is also modified by results of assessment, emphasizing areas where learning does not meet objectives.

Other preparations include the following:

- Identify and reserve the space that will be used.
- Reserve or acquire any equipment needed.
- New hire must have compatible computer hardware and software to access preorientation materials. If not, you must provide the loan of a company laptop.
- No additional equipment will be required; all handouts in modules will be hard copies.

In developing the content of the materials, you make a note that the following issues will have to be addressed:

- Provide information to create positive expectations for the orientation and the preorientation materials.
- Make the materials interesting and relevant to improve retention.
- Develop practice opportunities to allow for behavioral reproduction.
- Develop immediate feedback and reinforcement into materials to encourage learning.

ORIENTATION TRAINING PLAN

Beginning

- Introductions (yourself and the other SMEs) and welcome.
- Review objectives of the orientation (describe how they were developed). The involvement of top management, unit managers, and other new hires will enhance the credibility of the program.
- Review the agenda for the day, indicating the time frame and who will be the instructor for each portion of the orientation.

DURING From learning theory, we know that the lecture and lecture/discussion would be useful for conveying some of the declarative knowledge. However, some of this information will be provided ahead of time in written form with the class time used for practice and explanation. For example, you might ask the trainee to articulate the mission statement (delivered ahead of time to the trainee as part of the orientation manual). If the trainee encounters difficulty with the material, use successive approximations to both

teach and build confidence. Perhaps ask the trainee to open the training manual to the page, and read the parts that are difficult to remember. During this process, you can ask the trainee to explain what the statement means. By discussing the meaning and underpinnings of the statement, the trainee will more easily retain it in memory. Explain that each trainee will be meeting with a corporate officer who will be discussing in greater detail the mission, values, goals, and objectives. Your goal at this time is to simply prepare the trainee in a general way for that session.

You also include a discussion of the positive aspects of teamwork in the orientation to support the idea that the organization operates this way. You point out that the orientation itself is a form of teamwork, because many people must coordinate their activities to achieve the common goal of successfully orienting new employees to the organization. In fact, the entire team will be coming together for dinner with the new hire (s) to welcome them to the company and answer their questions at the end of the day. Although exercises to highlight the points related to teamwork would be ideal, with so few trainees, your options will be limited and more abstract than concrete. However, the interactions of the training team at dinner will go a long way in demonstrating how teams work in your company.

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When your part of the orientation is completed, you introduce the new hire to the next SME (a peer manager) who will discuss how teams operate, the general procedures for handling routine office matters, and general office protocol. This session is followed by a meeting with the HR representative, who will review policies and procedures related to compensation and benefits. This session is followed by a discussion with the high-level manager (preferably the CEO) about the mission, values, goals, and objectives. The trainee is then taken to lunch by the unit manager, who explains first-year job performance expectations. The manager also discusses how the new hire's job performance will affect the organization's goals and objectives. Providing an opportunity for the high-level and unit managers to answer questions considered important by the new employees ensures that these issues are addressed. These mini sessions with individual SMEs continue until all your training components have been covered. The last SME returns the trainee to your office for evaluations and debriefing.

END Prior to this phase, you meet with the other SMEs to get their informal assessments of the degree to which the training met its objectives. You begin the final phase of the program by asking the trainee to comment on the day's activities and which seemed the most valuable and why. You reassure the trainee that, because the one day of training covers a great deal, you will work together to develop some strategies for retaining the information. However, now you need to conduct a series of assessments to see whether the orientation training achieved its objectives.

Once the assessments are concluded, you make sure to provide the trainee with feedback. You identify the areas where the trainee did well and recognize any trainee accomplishments. Areas where the objectives are not fully met will be discussed further, and additional practice will be provided where needed and when time allows. Reassure the trainee that carrying the great deal of information conveyed during training back to the job without losing some of it will be difficult. Remind the trainee that orientation will conclude with dinner with the trainer and the supervisor to celebrate the beginning of the new job. At dinner, you work with the supervisor and new hire to develop strategies for transfer back to the job. At the end of dinner, congratulate the employee again and reaffirm that refresher sessions will be conducted during the first year.

At this point, we conclude our hypothetical example. Our intent with this example is to illustrate how the training process might play out. Obviously, it is difficult to illustrate the actual implementation of the training, so we will end the description of this hypothetical example here.

Ensure Transfer

Recall that in the design phase, you need to consider transfer of the knowledge and attitudes toward the job. Building in some refresher component is always a good idea. You cannot expect an employee on his first day or two to remember everything. Built-in refreshers keep the focus and provide structured times when the new employee can ask questions. Consider Corning, where the orientation lasts over a year, and the focus is on periodic structured interactions with the supervisor. So be sure to consider building in refresher sessions. At the refresher sessions, you will have more trainees who have gone through the orientation, so you can use small groups. In developing the content of the refresher sessions, use the new hires and their supervisors to determine training needs. For example, before the refresher session, you can ask the trainees to each submit a list of what is going well and what is not going so well. You can either do the same with the supervisors, or, after combining all items onto a single list, ask the supervisor to review and identify any additional items and prioritize the list. The final, prioritized lists can then be used for the development of the refresher agenda.

IMPLEMENTATION

All the outputs from the development are the inputs for the implementation. As mentioned earlier, it is difficult to illustrate implementation in words. Thus, we just have a few reminders here from earlier portions of the book. Be sure to have a dry run to test out your plan. In addition to a few supervisors and a manager or two, select employees to attend the dry run from among those recently hired, who have shown a positive attitude toward the organization and their work. After revisions, on the basis of the dry run, you are ready to run your first orientation pilot. The pilot actually uses real new hires, but you gather data from them to make final refinements to the program. It would be helpful if all SMEs involved in the training could attend in entirety both the dry run and the pilot. This gives them input into the modifications and a complete understanding of the orientation program.

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EVALUATION

Although this stage is presented after implementation, development of the measures takes place at the same time as development of training. Recall that the output from the design phase is both “Identify alternative methods of instruction” and “Evaluation objectives.” So evaluation measures are developed concurrently with the development of the training. The outputs here are both process and content measures. Again, we provide some reminders about what should be included in your evaluation plan.

Process Measures

Here you focus on measures to assess how closely the orientation training that was actually given matches the training that was developed. The types of measures you can use are

- interviews with new employees to ask what took place,
- sit-ins by orientation designers, and
- logs by the trainer.

Content Measures

Content measures deal with the four aspects of evaluation: reaction, learning, behavior, and results. They are based on the training objectives, so a review of those will clarify exactly what is necessary. As you can see, spending time developing good evaluation objectives makes development of the actual evaluation material much easier, as it clarifies exactly what must be assessed and how.

A reaction questionnaire should be developed to assess how trainees feel about the orientation in terms of its content and process. You might want to use a modified reaction questionnaire at the start of the refresher session and ask about the value of the orientation and what would make it better.

As indicated in the hypothetical example, learning should be measured through some assessment at the end of the orientation training. The assessment should measure the learning objectives presented at the start of training, which will require some oral tests and some written tests.

Examination of the transfer of training objectives indicates that measures of behavior will be assessed through various methods. One will be performance appraisals conducted by the employee's supervisor (measuring support of company's mission and core values, examining goals and objectives developed for their unit, and so forth). Another will be team members evaluating the manager's support of team activities. An organizational outcome will be to assess the level of manager turnover, as indicated by the objective developed at the beginning of the process.

DIVERSITY TRAINING

The makeup of the workplace continues to change. What was once predominantly white male is now a diverse group with many races and cultures and increasing numbers of women. As of 2010, twenty-eight percent of the U.S. population belonged to a racial minority group,¹⁵ and by all indications, this percentage will continue to increase for decades to come. Also, the percentage of older workers in the workforce is high.¹⁶ And, of course, as a percentage of the workforce, the number of women in full-time positions continues to increase; it stood at 43 percent in 2010.¹⁷

This diversity creates tension and conflicts in the workplace. One of the reasons for this is that supervisors (and people in general) tend to make decisions that favor those who are similar to themselves.¹⁸ Thus, ratings of performance, promotion recommendations, and such are often biased in favor of those who are most similar to the person making the evaluation or recommendation. When employees perceive that decisions affecting their pay or status are biased by factors such as race or gender, they become upset. One study found that this similarity bias is directly related to a personal characteristic called "openness to dissimilarity."¹⁹ People who are less open to differences between themselves and others are more likely to evaluate those who are different (in terms of ethnicity, gender, age, etc.) more harshly and those who are similar more favorably.

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Why It Is Important

Consider the case at the beginning of the chapter. Ms. Conner, who was identified by her boss, George Schaefer, as “one of the best new hires,” was continually thwarted when she tried to get help in order to be more effective. Even though Mr. Schaefer acknowledged that Ms. Conner was one of the best, he did nothing to help her be a productive employee. In fact, his attitude was that women did not belong in the workplace. Here is a motivated and talented worker who is being prevented from being as productive as she is capable of being. Is this practice good for the organization? Clearly not. And something needs to be done to ensure that all employees are nurtured to become highly effective employees.

Lack of acceptance by coworkers and management of those “different from themselves” leads to tension and biased treatment. Those “different” workers who are treated unfairly often quit, which can be costly to the organization if the numbers are high. The fact that the turnover of women in salaried jobs is double that of men, and the rate for black people is two-and-a-half times that of white males, supports the notion that being different is too often a disadvantage for those employees.²⁰ The costs to the organization for this type of turnover include the following:

- Loss of a productive employee who could end up with a competitor
- Expense to recruit a replacement
- Expense to retrain the replacement
- Loss of productivity during the preceding items

Furthermore, the resulting loss of reputation in the community entails its own costs (especially in metropolitan areas):

- Minorities and women will stop applying for jobs, reducing the pool from which to hire.
- Minorities and women will stop being customers or boycott the company.
- The stock price may drop.²¹

Finally, costs are associated with having legal action taken by such employees. These costs go beyond the cost of the settlement if you are found guilty and include the following:

- The hiring of legal staff to deal with the case
- Managers' time gathering the required information for a hearing
- Managers' time preparing to testify
- Managers' time testifying

When you consider all of these costs in addition to settlement costs, providing training to prevent such problems would seem the wise move. This is especially true considering that, if the company loses, it will not only incur all the costs indicated, but will also face the cost of training that is likely to be ordered by the human rights tribunal or the courts. Not all companies provide diversity training to their employees, however. A survey of more than 1,600 companies in North America that employ 100 or more people found that 25 percent did not provide diversity training. Another 24 percent provided this training on an as-needed basis, and the other 51 percent provided diversity training on a regular basis.²²

Diversity training focuses on understanding the differences that are found among people of different backgrounds (race, age, ethnicity, gender). Diversity in organizations is a fact of life. Diversity training can help everyone in the company understand how differences can be useful to an organization. With the changing demographics in North America, organizations need to be effective in attracting, promoting, and retaining a diverse workforce in order to be competitive.²³ Advantages to an effective diverse workforce are noted in **Table 10-2**. Effective organizations that recognize the issues revolving around employing a diverse workforce do something to capitalize on the advantages and at the same time deal appropriately with any negative aspects of diversity.

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TABLE 10-2 Advantages of an Effective Diverse Workforce²⁴

Larger applicant pool

An effective and diverse workforce that is well maintained will contribute to a good reputation, and more individuals will want to join the organization. It will mean that more people will apply for jobs, thus giving the organization a better likelihood of selecting employees. This will translate into a more effective workforce.

Reduced costs

An effective diverse workforce will result in fewer turnovers, which will translate into less rehiring because of quits.

Also, the tension created in organizations that do not deal with diversity will not be present, and the outcomes of such tension (lower productivity, absenteeism, fighting, refusing to cooperate on projects, etc.) will not be present.

Those organizations with effective diverse workforces will not incur the costs associated with paying for legal representation and settling lawsuits for discrimination.

Access to more markets

The North American population is more diverse. The more your organization reflects this diversity, the more likely a diverse customer base will be cultivated. Minorities and females will be attracted to an organization that employs a diverse workforce.

As we become an international community with more international business, those organizations whose employees understand the culture of these international markets will do better.

Creative problem solving

The more diverse the group, the more diverse the ideas that are generated. Employees with different backgrounds are more likely to see issues from different perspectives, resulting in more creative ideas (other things being equal), which can result in better products and service.

What Organizations Are Doing

Think about the opening case. Would providing a formal training program in diversity help prevent the way Ms. Conner was treated? Would it put a company in a better position if it faces discrimination charges? An early and serious investment by companies in diversity training might help avoid time-consuming and costly fights with the EEOC (or human rights commission in Canada) or the courts. However, just having a program is not enough.

It has been suggested that North American companies spend anywhere from \$200 to 300 million a year on diversity training.²⁵ They implement policy and training programs to deal with diversity issues, but these efforts often do not change anything.²⁶ Why? Like any intervention, training is only a part of it. General Motors (GM) certainly provides training on this subject. Yet in July of 2000, an employee walked into a GM plant wearing a mock KKK robe and hood. The company immediately held meetings to tell employees that this behavior was not acceptable.²⁷ Was this action sufficient? GM articulates its employee guidelines in manuals and videos and has a hotline to deal with the diverse workplace and inappropriate behavior. Still, as one black man in the plant put it, "Sometimes it feels like this plant is run by white supremacists, but it is really worse for the women. They complain and are told to shut up, this is a man's job."²⁸

So why are these programs not working? One factor is that many of these training programs have no mechanisms in place to support the training after it is over.²⁹ Recall the importance of identifying nontraining needs in the TNA and addressing these needs in order to ensure transfer of the training. Many diversity programs do not have any of these support mechanisms. Most of these programs also lack support from top management.³⁰ Consider a recent study in the United States that indicated 68 percent of organizations do not have senior executives overseeing diversity initiatives and 65 percent do not have an overall diversity strategy.³¹ We indicated elsewhere the importance of upper management's support in any successful intervention. This involvement is probably more important for diversity training. Without strong support from upper management, many will see the training and policy as something the company requires from a legal standpoint, but not something that is really valued.

Which organizations have successful programs? The Bank of Montreal won the prestigious Catalyst Award for its effective diversity programs, promoted vigorously by its senior management.³² Then there is IBM; it developed a diversity program that resulted in an increase in black executives (from 62 to 115) and female minority executives (from 17 to 54) in about two years.³³ Carrier Corp. formed diversity councils in all business units. It develops diversity business cases to assist in training and has successfully increased the percentage of black people in executive positions.³⁴ Companies such as Marriott International, American Express, and Coca-Cola have taken the next step and begun to focus on increasing supplier diversity by seeking out minority- and female-owned businesses.³⁵ The successful companies share an understanding that training alone is not enough. Two key additional elements are required:³⁶

1. Top management commitment/involvement
2. Diversity success tied to performance appraisals

Both these ideas are utilized in the new Texaco training initiative on diversity. In response to a court order,³⁷ it trained 14,930 of its U.S. workforce (about 93%).³⁸ The training includes input from top management on the importance of diversity to its goal of excellence. They also tied managers' ability to promote diversity and equal opportunity within their departments to an incentive bonus plan.

So what does it take to see that diversity training is effective and results in a positive climate for everyone? Examining successful interventions that focused on diversity yielded the following factors as being important to include³⁹

- top management support,
- training tailored to the needs of the organization,
- linking diversity to central operating goals,
- using trainers who were management or organizational development professionals,
- enrolling all levels of employees, including top managers,
- explicitly addressing individual behavior,
- training followed up and complemented by changes in human resource practices, and

- using other organizational development processes to ensure that training impacts corporate culture.

Table 10-3 provides a list of activities that a particular unit did to successfully integrate diversity into its organizational culture.⁴⁰

TABLE 10-3 Agenda for Ensuring Diversity Remains an Important Part of the Unit

Develop a broad diversity refresher training session, and implement throughout the plant.

Cover holidays that reflect diversity and publish throughout the plant.

Create a diversity council, and maintain its image by sharing what it does throughout the plant.

Write articles about diversity in the plant newsletter.

Set up a booth on diversity at the company picnic.

Invite nonmember managers to diversity council meetings.

Ask plant managers, on a monthly basis, to share information on what is going on in the way of diversity issues within their department.

Establish a mentoring program to provide employees with a source for help.

Continue to address the guidelines supervisors need to be aware of when appraising and making training and development decisions.

Address, in a timely manner, any concerns regarding diversity, and report back to the person affected.

Monitor the effect of diversity efforts, praise successes, and investigate the failures.

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Using the Training Model to Develop Diversity Training

Once again we will go through the phases of the training model discussing some of the points to consider in developing diversity training. This is not meant to be complete, as that would simply require too much time and space. But it will provide some things to consider for each of the phases in the training model.

TRAINING NEEDS ANALYSIS

With diversity training, it is advisable to train everyone, so you can demonstrate that all employees are aware of the issues and know the company expectations. In **Chapter 4**, we indicated that you might not have to do a TNA when you plan to train everyone. But for diversity training, there are good reasons for conducting at least a partial TNA. "Expected performance" is the way you expect your employees to respond to a diverse workforce. "Actual performance" is the current way they are behaving. You likely have examples of this from complaints and concerns expressed in interviews you had with employees to determine actual performance in regard to dealing with diverse employees.

One of the key reasons for conducting a TNA related to a diversity performance gap is the identification of nontraining needs. Remember that if there are things in the system that prevent appropriate behavior or encourage inappropriate behavior, no amount of training will be effective. In terms of nontraining needs, you must identify the roadblocks to successful implementation of diversity. A complaint expressed by many managers at diversity training is that the training does not take into consideration their concerns.⁴¹ An output from the TNA in terms of training needs would be to identify these management concerns.

Nontraining needs would also help identify the requirements necessary to align the organizational systems and policies to support the diversity goals. Consider the following example. When a U.S. telephone company decided to provide females with the opportunity to become installation and repair workers, this was met with resistance from male workers. To be sure that the diversity training was effective required more than just training. Using Lewin's force-field analysis, all the forces pushing for the status quo (e.g.,

resisting the diversity program) were identified. To reduce these forces, training was provided. However, it is also important to increase or create strong forces to ensure transfer of the training, because the negative attitudes in males toward women in these jobs were deep-seated and very powerful. To effect change would require more than just providing KSAs. So, the phone company provided training but also instituted a zero tolerance* policy for harassment of women. There were a few who did not heed the policy, and their employment was terminated. The message spread throughout the workforce that the company was serious about the policy, and incidences of harassment declined dramatically. Here a stronger force (job loss) was set up to counter the force of keeping the installation and repair job exclusively male. It was an important part of the intervention. Without a clear understanding of the nature and strength of the resistance, the intervention might have failed.

Below are some key aspects to consider in the TNA phase of diversity training.

*We do not advocate a zero tolerance policy because you need to investigate all infractions and treat them on their merit; all behavior is not equal.

1. Determine upper management's level of commitment to diversity. If top management is not committed, then the program is not likely to be successful. If the top management is committed, but significant segments of the rest of upper management are not, then training is indicated at this level. The American Institute for Managing Diversity suggests that such training include describing^{42, 43}
 - organizational culture and its impact on the change initiative;
 - steps involved in measuring how well people are managing diversity;
 - qualities of organizations that are beginning to managing diversity successfully;
 - the responses people have to managing diversity;
 - three approaches to managing diversity: affirmative action, understanding differences, and managing diversity; and
 - different motivations people have for implementing diversity.

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2. Identify the organizational goals/objectives related to diversity.
3. Obtain a good cross section of attitudes and behaviors that reflect how the employees respond to diversity at their worksite. Determine the strength of these attitudes and behaviors.
4. Determine the forces supporting and resisting diversity.

As noted, it is critical to examine the policies and procedures (organizational analysis) of the organization and be sure they are aligned with the goals of training. One way to demonstrate the importance of diversity is to be sure that it is reflected in management performance appraisals. Having a number of performance goals for management that are tied to diversity demonstrate its importance. But even more important is that promotions and raises are also tied to some extent to these important goals.

DESIGN

One of the inputs to the design phase is constraints. In diversity training, you will likely be training everyone, so the amount of time taken up by the training will be a constraint. You will need to balance the cost of the lost productivity against the value of the diversity training. This will involve making a careful match between the training objectives and the time needed to achieve those objectives. Related to this is the number of people you train at one time. The more people trained, the lower the per person cost of training. However, the larger the number, the more limits you place on the types of training methods you can use. Thus, you will have to examine the methods needed to achieve your objectives relative to the number of trainees that can be accommodated by the method. If training is to go beyond simply providing information, then the size of the training group will need to be controlled.

If because of the constraints related to cost and loss of productivity it is decided that large numbers of trainees need to be trained at the same time, then the focus would likely be limited to knowledge and attitudes. Thus, two learning objectives might be as follows:

- After training, the trainee will be expected to pass a written test covering the benefits of diversity with a minimum of 80 percent.

- After training, the trainee will demonstrate an improved attitude toward people from diverse backgrounds by scoring at least 5 points higher on an attitude measure than they did prior to the training.

On the basis of these objectives, the method chosen would be the lecture method, perhaps augmented by video clips. Another design factor to demonstrate the training's importance would be to have a high-level company official kick off the training session. Also, use of additional audiovisual (AV) enhancements would be advisable to help keep employee interest.

DEVELOPMENT/IMPLEMENTATION ISSUES

The primary method of instruction will be the lecture method with video clips and some AV for support. Things to be done are preparation of all the material required for the training and booking a lecture room large enough for the training. Development of the material and printing of any handouts will need to be completed. A set of video clips will need to be developed or purchased to augment the lecture. Additional AV tools will need to be created. A trainer or set of trainers with appropriate platform skills will need to be chosen.

We will conduct a dry run, given the importance of the training and the large audiences that will be present. You want to be sure that it is successful. We will forgo a pilot as the material is not that complex or in need of being integrated; it is primarily lecture and AV.

An introduction by a high-level company official (hopefully the president) is best done in person, but if this is not possible, have it on DVD. When Wisconsin Power and Light developed their diversity training, it included a VP or high-level manager opening each one-day session with an explanation of the importance of a workforce that values diversity.⁴⁴ It is also a good idea to have a senior manager available near the end to answer any questions and reinforce management's commitment to diversity.