

INVESTIGATING THE PERCEPTIONS TO AND EFFECTIVENESS OF  
AN ALLY SKILLBUILDING WORKSHOP

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## ABSTRACT

There is limited research examining the antecedents, moderators, and determinants of ally skill-building workshops, a new methodology in the diversity management field. A three-part longitudinal quasi-experimental research design measured levels of implicit person beliefs, color blind racial attitudes, modern sexist attitudes, and perceptions of inclusive norms to determine effectiveness of an ally skill-building workshop and behavioral intentions over time. Data were collected from employees ( $N = 218$ ) working for a Fortune 500 organization and were analyzed using simple moderation analysis using PROCESS and regression-based techniques. Results suggest that an ally skill-building workshop may be effective for increasing awareness of racism, which then influences workers' perceptions of the workshop's efficacy, and personal intentions to display allyship behaviors over time. Results suggest an ally skill-building workshop may support allyship development influencing more inclusive environments within organizations. Limitations of the present study and more in-depth results are discussed in the following report.

## DEDICATION

This work is dedicated to my partner, Marissa, who has inspired me to pursue my dreams with nothing but grace and compassion. You have always made me feel as though I could accomplish anything in this world and your constant support and tireless motivations led to this accomplishment. I thank you for listening, understanding, and standing by me and my passion of helping others feel authentic and included at work. This work extends both of our beliefs that equality, diversity, and inclusion are basic human rights and that we could be doing more to promote this in our communities. You have stood as a pillar of these principles long before this work began, and your shining light of hope that our work does not end here, means everything. This degree is ours.

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## LIST OF ABBREVIATIONS

I-O, Industrial – Organizational

TRA, Theory of Reasoned Action

MSS, Modern Sexism Scale

CoBRAS, Color Blind Racial Attitudes Scale

CEM, Categorization Elaboration Model

IN, Inclusive Norms

IPT, Implicit Person Theory

M, Mean

SD, Standard Deviation

ANOVA, Analysis of Variance

SEARCH, Scholarship, Engagement, the Arts, Research, Creativity, and Humanities

## LIST OF SYMBOLS

$\alpha$ , Cronbach's alpha

$b$ , Beta weight, standardized regression coefficient

$\beta$ , Beta-weight, probability of making a type II error

$F$ , the ANOVA test statistic

$M$ , Mean

$N$ , Total number of cases (i.e., overall sample size)

$n$ , Sample size of a group

$\eta^2$ , Eta-squared, strength of association between independent and dependent variables

$SD$ , Standard deviation

$se$ , Standard error

$t$ , Signal to noise ratio of departure of the estimated value to its standard error

$p$ , Probability of observed signal to noise ratio due to random chance

ULCI, Upper limit confident interval

LLCI, Lower limit confidence interval

## CHAPTER I

### INTRODUCTION

Since the 1960s, the term “diversity” has appeared on the radar of organizational leaders due to the passing of the 1964 Civil Rights Act, which made it illegal to engage in employment practices that discriminated against individuals based on their race, color, national origin, sex, or religion. Shortly after the Civil Rights Act was passed, additional litigation extended employee protections to include characteristics such as age (Age Discrimination in Employment Act), disability (American with Disability Act), and sexual orientation (Equality Act awaiting consideration by the United States Senate as of 2019). These legislative actions were pivotal moments in history and led organizational leaders to reflect on how individuals are sorted into categories and how employees may be sorting themselves or their coworkers into categories. These legislative actions and developing legal precedents have pushed organizational leaders to establish standardized employment practices, develop initiatives to manage interpersonal relationships, and create equity and fairness within their workforces (Jackson & Joshi, 2011). Moreover, as these legislative actions were enacted, organizational leaders had to scramble to adjust diversity management efforts to comply with changing legislation and best-practice guidance. If leaders of organizations were to attain the goals of civil rights legislation, they had to look at various and compelling approaches to do so. Unfortunately, leaders of organizations narrowly focused on the “business case” for increasing diversity rather than creating a just system that managed diversity, arguably supporting the very system that creates inequities and

marginalizations (O'Leary & Weathington, 2006). The information that leaders of organizations used was not primarily driven by reducing inequities, but by increasing the organization's chances to capitalize on the impact diversity has on work groups (Williams & O'Reilly, 1998). That may be due to the state of diversity research at the time as early research was more focused on identifying the ripple effects diversity has on organizations and their entities following civil rights legislation. Today, broader research has moved away from debating whether diversity is important to the business or not and towards creating systems in place to harness the benefits of diversity and mitigate the potential negative implications of diversity (Milliken & Martins, 1996). Unfortunately, some organizations today are still operating on antiquated research even though the lag between research and practice is not a new phenomenon.

Historically, researchers have discussed limitations inherent in the Industrial–Organizational (I-O) Psychology field, including the scientist-practitioner gap between theoretical principles and research and current efforts actively being utilized in organizations to address I-O related workplace issues (Briner & Rousseau, 2011). This division between science and practice is also evident in the more limited arena of diversity and diversity management. Theory surrounding the principles of diversity and diversity management practices in the workplace are no different, as theory and practice regarding diversity have not always been aligned. For example, Allport (1935) posited that attitudes are social psychology's most indispensable concept. According to Allport (1935), attitudes form a mental state which influence an individual's response to all objects and situations in which they are related; attitudes are considered an obligatory antecedent to bias (Greenwald & Banaji, 1995). Moreover, social and cognitive psychologists have researched bias (i.e., an inaccurate assessment based on generalizations rather than true qualities of an individual) and bias reduction prior to the

introduction of diversity management practices (Koch, D'Mello, & Sackett, 2015; Pendry, Driscoll, & Field, 2007). Later, Thurstone (1931) developed methods to assess attitudes following Allport's research.

Allport and Thurstone built the foundation of diversity theory decades before diversity management practices were beginning to be implemented into organizational strategy. Therefore, the building blocks for impactful and long-lasting diversity initiatives were established even before legislative actions began to mandate organizational leaders to utilize diversity management theory in the workplace. With a newfound necessity of managing diversity and its impact in an organization, senior leaders post-1960s focused on training employees to mitigate bias and to provide educational opportunities for behavioral management techniques, efforts better known as diversity training (Bezrukova, Spell, Perry, & Jehn, 2016; Kalinoski et al., 2012).

In the present study, *diversity training* is defined as an intervention implemented in workplace settings to mitigate bias and negative stereotypes while enhancing opportunities for non-traditional and minority employees (Bezrukova et al., 2016; Jackson & Joshi, 2011). While a diverse workforce may facilitate positive business outcomes (e.g., through increased creative and innovative ability leading to competitive product development; McLeod & Lobel, 1992), increasing diversity in organizations also comes with potential conflict due to the biases people project onto those different from themselves (Jackson & Joshi, 2011; Milliken & Martins, 1996).

To mitigate bias and improve intergroup relations, intended outcomes for diversity trainings, research has focused on many potential antecedents of diversity management, various types of interventions, and tactics to evaluate intervention effectiveness. The present chapter evaluates some of the most discussed variables that shape and impact how successful a diversity

training will or can be. First, the present chapter considers current practices in organizations and how newer developments in the diversity literature suggest alternate, and theoretically more effective, initiatives are beginning to be utilized in practice. Then, the present chapter discusses the environment in which diversity training seeks to change behavior, specifically on the social norms in these environments. Third, more depth about diversity training as a mechanism for modifying social norms is presented. Then, the roles the individual employee plays in modifying social norms and specific characteristics that may hinder or bolster the success of diversity trainings are discussed. Finally, the present chapter synthesizes the intersection of these discussions and how they connect in the present study.

### **Awareness-Focused Diversity Training: Assumptions and Impact**

Trainings designed to mitigate the negative impacts of diversity (e.g., biased attitudes toward non-majority others) generally utilize either cognitive-learning (i.e., acquisition of knowledge), behavioral-learning (i.e., development of skills), attitudinal/affective-learning (i.e., attitudinal changes regarding diversity and self-efficacy), or reactions to the training overall (i.e., feelings toward an instructor or training) to evaluate the effectiveness of the intervention (Bezrukova et al., 2016; Kraiger, Ford, & Salas, 1993). Diversity trainings are further subcategorized by type and range from: awareness-focused (i.e., bringing cultural assumptions or biases to light) to behavior-focused (i.e., building skills to monitor responses to specific situations), or some combination of the two (Bezrukova et al., 2016).

Two critical assumptions underlie diversity training. First, such trainings assume that individual awareness of bias is necessary to reduce negative behavioral and attitudinal outcomes



stemming from bias. Second, diversity trainings are based on the assumption that individuals will readily accept the notion of possessing bias without experiencing cognitive dissonance (i.e., an internal conflict of self-attitudes which can lead to tension and anxiety) or demonstrating some form of backlash (i.e., negative feelings toward minorities stemming from majority group members; (Festinger, 1957; Jackson & Joshi, 2011; Kidder, Lankau, Chrobot-Mason, Mollica, & Friedman, 2004). An individual may experience dissonance upon the completion of a diversity training because of novel perceptions formed from the information presented in the training, which may directly conflict with knowledge of past or present behaviors. For example, if an individual acquires knowledge that some of their prior behaviors may be attributed to the possession of bias, anxiety may form from the discrepancy between a newly found attitude to reduce bias and pre-existing negative attitudes and behaviors towards diverse others (Festinger, 1957; Kalinoski et al., 2012). Further, backlash may occur when an individual's attitudes or identities are threatened from the new awareness of the possession of bias. For instance, an individual ruminating on past behaviors may experience negative feelings when the individual learns that addressing certain groups of people by a stereotypical term is degrading or offensive.

Of these three potential types of diversity training, awareness-focused trainings are found to have the smallest effects on attitudinal/affective and behavioral learning outcomes as compared to other types of diversity training, specifically for affective and behavioral learning (Bezrukova et al., 2016). Bezrukova and colleagues (2016) suggest that the most effective diversity trainings are designed to increase diversity awareness while also including a behavioral component designed to improve diversity skills. One reason awareness-focused training results vary is due to the focus of such trainings on identifying bias, but not necessarily on reducing bias through any actual behavior changes. There is also a general lack of behavioral training

accompanying increased awareness to internal and societal biases and/or social justice issues. Additionally, awareness-focused training challenges the individual to reflect internally on their characteristics, experiences, and uniqueness that encompasses who they are or categorize themselves to be and to recognize advantages and disadvantages of these characteristics in economic and social situations (Bezrukova et al., 2016; Jackson & Joshi, 2011).

Furthermore, negative implications of awareness-focused trainings tend to be heightened when the training focuses on implicit biases (Kalinowski et al., 2012). An *implicit bias* is defined as the presence of judgement or display of harmful actions towards others without control or conscious stimulation of the individual (Greenwald & Banaji, 1995). An implicit bias may explain why an individual is not always consciously aware of why they exhibit specific behaviors, which can further explain why most people have some natural affinity to certain groups or situations (Sanchez & Medkik, 2004; Wheeler, 2015). Applying implicit bias training to a workplace setting may allow organizational leaders to understand the triggers and emotions that lead to behaviors such as exclusion, discrimination, and low performance in employees (Wheeler, 2015). However, while implicit bias training can be productive in certain situations, there are reasons to question its actual impact on individuals within organizations.

Prior empirical studies show that one reason to question the efficacy of implicit bias training is that individuals can possess a “bias blind spot” in which they perceive others as possessing some form of bias while they classify themselves as not possessing similar biases (Pronin, Gilovich, & Ross, 2004). Additionally, the efficacy of implicit bias training is based on the expectation that employees can become more cognizant of their biases and their behaviors linked to these biases. In other words, the underlying logic for these types of trainings is that if an individual has greater cognitive awareness of the biases they possess, they should then

suppress or monitor the display of subsequent behaviors or judgements that are attributed to the presence of bias.

Unfortunately, individuals completing awareness-focused diversity trainings may not feel the necessity to monitor or adjust their behaviors. This, in turn, may perpetuate stereotypes in workplace settings (Duguid & Thomas-Hunt, 2015). For instance, requiring an entire workforce to participate in implicit bias training that explains the commonness of stereotypes (an established learning outcome of implicit bias training) may reinforce a norm for stereotyping and expressions of social judgements (Cialdini, 1998; Duguid & Thomas-Hunt, 2015). For example, presenting an individual with a statement such as, “As a majority group member, I have been systemically taught that white skin is the epitome of beauty and success”, and then subsequently presenting the same individual with a statement such as, “Everyone, including me, has biases toward other people” may have a deleterious impact on motivation to change their behaviors because the implication is that biased behavior is normal or somehow acceptable within societal norms.

### **Newer Developments in Diversity Training: Ally Skill-Building**

Ally skill-building initiatives seek to break down barriers that limit successful intergroup interactions (e.g., skills necessary to interact with out-group members and confidence to overcome differences perceived in others) by creating learning environments to understand an individual’s own privilege and power, others’ motivations and social identities, develop confidence to intervene in appropriate circumstances, and enlist allies’ assistance in decreasing and eventually eliminating barriers for successful intergroup interactions (Edwards, 2006;

Hamilton & Martinez, 2019; Reason & Davis, 2005). Ally skill-building is an attempt to move toward an impactful diversity initiative designed to foster and fuel an internal culture change. The term “ally” originated in empirical articles of the 1990s which focused on the premise of individuals, primarily those belonging to dominant social groups, using their social status to combat or mitigate systemic oppression and prejudice to move towards an egalitarian system (Bishop, 2002; Broido, 2000; Edwards, 2006).

Whereas an implicit bias diversity training seeks to bring a heightened awareness to the possession of an individual’s own biases, ally skill-building focuses on translating awareness and attitudes into palpable action that challenges an unequal status quo (e.g., systemic oppression of marginalized populations; Reason & Davis, 2005). For instance, instead of pointing an accusatory finger at individuals hoping they accept that they hold biases and may project them onto others, ally skill-building works by addressing systemic issues (e.g., more proactivity and inclusiveness in the workplace). There are two key differences between ally skill-building and implicit bias training that are important to note.

First, for implicit bias training to be impactful, a dominant social group member must acknowledge the existence of their own power and privilege, and therefore the damage inflicted to those outside of a dominant social group, to foster positive intergroup interactions (Goodman, 2001; Reason & Davis, 2005); with regard to ally skill-building, individuals must understand the necessity for social justice both systemically and in an organizational context and develop and practice allyship related behaviors for allyship training to be impactful. Essentially, the major distinction between ally skill-building and implicit bias training is the focal target of change. For implicit bias training, the target is the individual, both individual attitudes and individual actions.

For ally skill-building, the target is the internal workplace culture, both collective attitudes about inclusivity and collective actions to promote and provide inclusive environments.

Another important distinction between implicit bias training and ally skill-building is that the former implies an opportunity for inaction (e.g., “bias blind-spot”, rejection of bias possession, etc.; Pronin et al., (2004), whereas allies intervene in the face of oppressive behaviors or actions. The present study posits that teaching people how to be allies may be more effective than general implicit bias training in lowering biases and related discriminatory behaviors.

Ally skill-building also has the potential to influence both individual attitudes about diversity-related issues (i.e., race and gender inequities) and may further influence an organization’s culture via social inclusive norms.

### **Social Inclusive Norms and Their Role in Diversity Training**

Efforts to deploy diversity trainings that are successful and have long-lasting effects must focus on changing employee attitudes and beliefs, and develop social norms to provide a supportive environment in which a change in behavior can occur and be sustained over time (Linnehan, Chrobot-Mason, & Konrad, 2006). Social norms are a common way of acting in specific contexts and are defined as the average behavior of individuals or groups in certain contextual settings (Chang, Milkman, Chugh, & Akinola, 2019; Goldstein, Cialdini, & Griskevicius, 2008). Thus, social norms can influence behavior in the workplace for two main reasons: (1) they create a baseline of socially accepted behaviors and (2) they provide an abstract

guide to the behaviors that are effective in navigating ambiguous situations or contexts (Chang et al., 2019).

When contemplating diversity training and its effectiveness, it is essential to assess the perception and prevalence of social norms within the organization. Specifically, assessing an employee's intentions to display behaviors, attitudes, and norms that are attributed to diversity interventions will allow organizational leaders to effectively manage their diversity initiatives and better understand outcomes related to the training's success (Linnehan et al., 2006).

Essentially, if the norms in the organization indicate strong levels of bias, the diversity training may not be as impactful. In the present study, we assessed the intentions of behaviors and social norms associated with diversity interventions through the lens of the Theory of Reasoned Action (TRA). The TRA is a model of human behavior developed by Ajzen and Fishbein (1975, 1980) used to explain and predict the intention to engage in behaviors by examining attitudes toward the behaviors in general and the norms of how individuals are expected to behave in situations where these behaviors are anticipated to be displayed (Linnehan et al., 2006). Using TRA, we can predict the intention of workers to engage in certain behaviors based on their attitudes and the norms in the environments in which they work.

### **Individual Differences: Antecedents and Moderators of Diversity Training Effects**

In addition to the environment in which diversity related behaviors are to be changed, the individual and their characteristics plays a key role in the expected efficacy of a diversity training. Specifically, personality characteristics related to an individual's thoughts on their ability to change may play a significant role in how well they transfer the information and

behavioral learning acquired in a diversity training into their roles in an organization. One theoretical lens that allows for an interesting perspective on how individual differences play a role in diversity training is Implicit Person Theory. Moreover, in addition to personality characteristics, levels of racist and sexist attitudes may play a role into the willingness of individuals to accept the information acquired in a diversity training or may help understand the lack of perceived effectiveness to diversity training.

### ***Implicit Person Theory as A Moderator to Diversity Training Efficacy***

Individual differences such as beliefs about personality, or beliefs that people “are who they are” and cannot change (i.e., individual traits are perceived to be fixed rather than contingent on situations or life experiences), may influence the degree to which the individual is resistant to implicit bias training because it may challenge their identities through increased awareness that they may possess harmful and prevalent stereotyping-behaviors and biases. Additionally, if an employee completing the diversity training strongly believes they will not change regardless of the type of intervention being presented, then the perceived and actual efficacy of the training will most likely be unfavorable. An individual’s reluctance or inability to adapt and change relates directly to Implicit Person Theory (IPT), which posits that the extent to which an individual believes that personal attributes are malleable, will in turn influence their behaviors (Chiu, Hong, & Dweck, 1997; Heslin, Latham, & VandeWalle, 2005). Individuals who believe personality remains static are entity theorists, those that believe personality can be changed and developed are incremental theorists (Guillaume, Dawson, Otaye-Ebede, Woods, & West, 2017).

To reiterate, desired outcomes of diversity training are positive attitudinal and behavioral changes towards out-group members. IPT is important to consider within the diversity management field as understanding where individuals are on the IPT scale will help practitioners better understand underlying issues to intergroup threats. For instance, entity theorists tend to attribute others' contextual behavior to fixed underlying traits rather than situationally based actions more so than incremental theorists (Chiu et al., 1997). Further, as entity theorists are more ready to assign fixed traits to others, they may also be more prone to stereotype others based on their trait-based inferences (Levy & Dweck, 1996). There has also been evidence to suggest that entity theorists are more likely to assign strong, positive or negative, traits to others than are incremental theorists (Levy & Dweck, 1997). Considering the potential linkage between implicit person beliefs, stereotyping, and unfavorable workshop reactions, implicit person beliefs are a potential moderator of the effectiveness of allyship training on behavioral intentions in the present study.

### ***Racism Awareness and Sexism as Antecedents and Moderators of Diversity Training Efficacy***

It is generally accepted that one of the most important diversity-related dimensions is that of surface-level attributes such as gender and ethnicity (Williams & O'Reilly, 1998). Surface-level attributes are easily detectable and therefore more likely to be used as a form of categorization than other attributes that are more difficult to detect (e.g., education level). Further, surface-level attributes are likely to be used as a means for categorizations due to their salience (i.e., high within-group similarity paired with high between-group differences) as well as their accessibility (e.g., the ease of cognitive activation) in certain situations (van Knippenberg, De Dreu, & Homan, 2004; Williams & O'Reilly, 1998). For example, sex as a



social categorization may become more salient for a woman working on a male-dominated team than when not. Therefore, there may appear to be greater favorability and levels of trust towards an in-group member (such as another woman working on the same team) over an out-group member (the men on the team); which can be defined as intergroup bias (Guillaume et al., 2017).

Accessible characteristics of individuals play an important role in diversity management as they are easily detectable and therefore serve as an aid in the process of sorting others into social categories. Moreover, diversity training inherently implies a sort of “cue” for intergroup bias via social categorizations as the content, or perception of the content, focuses on aspects of diversity such as gender and race (Kalinowski et al., 2012). While bringing aspects of diversity such as gender or race to the forefront in diversity training does not necessarily mean that negative implications will ensue thereafter, it does provide the opportunity for the awareness of these diversity aspects to cause negative reactions in participants (Kalinowski et al., 2012).

Additionally, a diversity training’s setting usually allows for an environment in which participants feel comfortable discussing or noticing aspects of diversity such as gender and race, but if a participant is cued to think about diversity in this way, even within an environment promoting diversity, participants may have unfavorable reactions if they hold negative beliefs about gender or race. Unfortunately, there is not much research on assessing negative implications of racial attitudes such as racism levels on diversity training effectiveness. Theoretically, as racial attitudes are still attitudes at their core, prior evidence suggests that attitudes are particularly emotion-laden and are generally resistant to change, therefore assessing attitudes towards gender and race may play a key role in the effectiveness of the diversity training (Bezrukova et al., 2016).

Early theories describing racial attitudes were developed in the late 1970s and early 1980s. As McConahay (1986) noted, as society modernizes and adapts, so too will racial relations. Modern forms of racism tend to be more nuanced and subtle, in comparison to traditional racism which was more overt and distinctive. According to this perspective, racism is no longer an item of concern in society, people of color are unwarranted in their continued asks of equal rights, and pushes made for people of color's advancement in society is undeserving (McConahay, 1986). In the present study, participants with stronger negative racial attitudes, that is the strength of an individual's belief that racism is no longer an item of concern, may be more resistant to a diversity training.

Moreover, perspectives on modern forms of gender discrimination are consistent with McConahay's (1986) viewpoint of modern racial attitudes (Neville, Lilly, Duran, Lee, & Browne, 2000). For instance, attitudes toward women have adapted over the years in response to the Civil Rights Movement to move towards more favorability and acceptance of women in organizational settings and roles of power in society. Modern forms of gender discrimination also tend to be more subtle and nuance but are still ever-present in current society (Swim & Cohen, 1997). Subtle sexism can be described as having open or obvious inequities (e.g., a glass ceiling) in which these inequities tend to go unchanged because of their prevalence and "normalness" in society and organizational structures (Swim & Cohen, 1997). Additionally, negative gender-based attitudes (i.e., a lack of belief in the existence of sexism) is understudied in the diversity literature. Generally, prior research has focused on the gender makeup of their participant pool and how the makeup impacts group, team, or organizational performance. There is a significant lack of studies examining the impacts of gender-based attitudes as moderators of a diversity training initiative. Like racial attitudes, gender-based attitudes may also be highly

resistant to change, especially for individuals with strong negative gender-based attitudes (Bezrukova et al., 2016). Therefore, it is imperative to further the diversity literature by examining both racial and gender-based attitudes as moderators of diversity training.

## **The Present Study**

The purpose of this study is to address a general research question: What social and individual factors influence the impact of the ally skill-building workshop within an organization? This study contributes to the existing literature through its focus on the examination of the effectiveness of the ally skill-building workshop and its associated impacts on the individual differences within employees and how these differences interact to either strengthen or weaken the intended outcomes of an ally skill-building workshop over time to help guide impactful and strategic diversity initiatives. A three-part longitudinal research design was conducted to provide an opportunity to identify links between an employee's individual differences, social norm perceptions, and the ally skill-building workshop's efficacy. Additionally, a comparison group design was utilized and followed the same temporal methodology while using the same measures as those who completed the Ally Skill-Building workshop. The longitudinal research design provides a unique aspect to the study of diversity training effectiveness, most notably by obtaining baseline, reactionary, and long-term data in a single study.

To better understand the antecedents and moderators of an ally skill-building workshop, it is paramount to examine an individual's characteristics and the social norms within their organization. Then, we can begin to strengthen senior leaders' attempts at developing an ally

skill-building workshop and in turn create significant positive changes in employee's attitudes and perceptions, deliver a long lasting, cost-effective, and impactful ally skill-building workshop. To summarize the theoretical underpinnings, the present study will focus on the effectiveness of the ally skill-building workshop, social inclusive norms, individual beliefs in the malleability of personality, modern forms of gender and race perceptions, and behavioral intentions. I propose that by examining individual differences through the lens of IPT (i.e., the extent to which an individual believes they can change), levels of sexism and racism awareness, and perceptions of social norms that there will be significantly altered outcomes and reactions to the ally skill-building workshop (Chiu et al., 1997; Tajfel, 1974). Specifically, I hypothesize that:

Hypothesis 1(a) an individual's awareness of racism will increase over time after completing the ally skill-building workshop in comparison to individuals in the comparison group; (b) an individual in the experimental group's awareness of racism will increase depending on the social norms within their respective departments such that those with more inclusive environments will support greater racism awareness, and (c) an individual in the experimental group's awareness of racism will increase over time depending on their implicit person beliefs such that those with more rigid beliefs will have less awareness of racism.

Hypothesis 2(a) an individual's degree of sexist attitudes will decrease over time after completing the ally skill-building workshop in comparison to the individuals in the comparison group; (b) an individual in the experimental group's degree of sexist attitudes will decrease over time depending on the social norms within their respective departments such that those with more inclusive environments will support a greater reduction in sexist attitudes, and (c) an

individual in the experimental group's degree of sexist attitudes will decrease over time depending on their implicit person beliefs such that those with more rigid person beliefs will not have great changes to sexist attitudes.

Hypothesis 3(a) an individual in the experimental group's awareness of racism will influence reactions to the ally skill-building workshop such that those with greater instances of racism awareness will have more positive perceptions of the workshop, and; (b) an individual in the experimental group's awareness of racism will influence reactions to the ally skill-building workshop depending on the inclusive norms within their respective departments, such that more inclusive norms will in turn support more favorable reactions to the workshop.

Hypothesis 4(a) an individual in the experimental group's degree of sexist attitudes will influence reactions to the ally skill-building workshop, such that those with less sexist attitudes will have more favorable reactions to the workshop, and; (b) an individual in the experimental group's degree of sexist attitudes will influence reactions to the ally skill-building workshop depending on the inclusive norms within their respective departments, such that those with more inclusive norms will in turn support more favorable reactions to the workshop.

Hypothesis 5(a) an individual in the experimental group's reaction to the ally skill-building workshop will interact with their level of racism awareness to predict behavioral intentions such that individuals with greater levels of racism awareness will have more favorable reactions to the workshop and in turn will have greater intentions to display allyship behaviors over time, and; (b) an individual in the experimental group's reaction to the ally skill-building

workshop will interact with their level of sexist attitudes to predict behavioral intentions such that individuals with lower levels sexist attitudes will have more favorable reactions to the workshop and in turn will have greater intentions to display allyship behaviors over time.

## CHAPTER II

### METHODOLOGY

#### **Participants**

Participants were recruited from a locally headquartered Fortune 500 insurance company, which has approximately 10,000 employees globally. Participants were recruited from four of the largest departments within the organization. Half of the participants served as the experimental group ( $n = 131$ ) as they attended the ally skill-building workshop, the other half of the participants ( $n = 87$ ) served as our comparison group. Therefore, the potential experimental participants were selected due to their physical proximity to the location in which the workshops were to be held and had to be a representative of one of the four participating departments. Then, after adhering to the criteria, the participants were randomly selected to partake in the study. For the comparison group, the participants could be physically located anywhere in the United States but had to be a representative of one of the four participating departments and were randomly selected to participate in the study. By having half the members of a department attend the workshop and half serve as a comparison group we can make both between-group and within-group comparisons. All participants were at least 18 years old as that is the legal requirement to be considered for employment in this participating organization. There were no other exclusion criteria to participate in the study.

For a holistic overview of the participant demographics, see Table 2.1. Most of the participants identified as White and/or women. There was more diversity amongst the

educational backgrounds of each participant group. In relation to diversity of sexual orientation, both the comparison and experimental group participants identified mainly as heterosexual. In the comparison group, the average age was around 47 years old ( $M = 46.5, SD = 10.7$ ) whereas in the experimental group, the average age was around 42 ( $M = 41.7, SD = 11.5$ ).

Table 2.1 Participant Demographics

Demographic Variable		Experimental Group	Comparison Group
Ethnicity	White	93	71
	Hispanic/Latin(x)	6	2
	Black	10	1
	East Asian	1	1
	Indian/South Asian	4	2
	Native American	0	0
	Arab/Middle Eastern	0	0
	Pacific Islander	0	1
	Multiracial	4	2
	Other	1	1
Education	High School	1	3
	Some College	27	14
	Vocational Degree	1	2
	Bachelor's Degree	60	37
	Master's Degree	10	7
	PhD / Other	20	18



Sexual Orientation	Heterosexual	112	79
	Gay/Lesbian	6	1
	Bisexual	0	1
	Other	1	0
Gender Identity	Woman	80	66
	Man	38	15
	Decline to Answer	1	0

Note: For the experimental group, there were 12 participants that did not respond. For the comparison group 6 participants did not respond. The table above may not represent all the response choices shown to participants for any specific item, only the response options that had data were included in the table.

An incentive drawing was used to encourage participants to partake in all three survey timepoints. Participants were randomly selected for one of 35 gift cards to Amazon in the amount of \$20.00. Participants could only win once. Each survey (out of three total) that participants complete will serve as (1) entry into the raffle; participants who complete all surveys were entered into the raffle three times. The funding for the gift cards came from a grant obtained from the Scholarship, Engagement, the Arts, Research, Creativity, & Humanities (SEARCH) program sponsored by The University of Tennessee at Chattanooga, Tennessee. The study was approved by the IRB at the University of Tennessee at Chattanooga.

## **Procedure**

Participating employees, in both the experimental and comparison groups, were sent an informational email regarding the ally skill-building workshop (e.g., Outlook invite to the

workshop, targeted length of completion, materials needed [for those attending the workshop], and an introduction to the study. Prior to completion of the first survey's measures, participants were presented with the informed consent form which described the study, the potential risks and rewards, and then were prompted to give consent to participate in the study. As the workshop was only to be completed at the headquartered location of the participating company, the experimental group comprised of individuals that worked on-site or were scheduled to be in the office the day(s) of the workshop. In contrast, the participating employees in the comparison group may have worked at any of the various organization's locations across the United States.

The first survey that was administered served as a baseline of the study (pre-training survey), as the data were collected prior to the participants' completion of the ally skill-building workshop and was described as "pre-work" for the workshop. The pre-training survey gathered the first wave of data (see Table 1 for a list of measures included in this survey).

Consistent with prior literature, the employees attended the ally skill-building workshop following a standard wait period of two-weeks (Bezrukova et al., 2016). The wait period used in the present study mimics prior literature in that a shorter wait period post-intervention provided the highest and most consistent test-retest reliability of the scales also utilized in the present study (Chiu et al., 1997).

For the present study, the workshop was delivered to groups ranging from 20 – 30 people per session. Two students from The University of Tennessee at Chattanooga's Industrial-Organizational Psychology terminal master's degree program facilitated eight workshops on-site at the company's headquarters over the course of a one-month timeframe. Each workshop lasted an hour and a half and began with brief introductions into the two women trainers and their backgrounds.

The workshop began with a facilitated discussion on how negative outcomes are related to almost all individuals, but especially those with a minority status, who experience discrimination, harassment, and stress. Then, the topics that subsequently followed included: disclosure and its impact on job attitudes, allies in society and in history, what the current state of literature is surrounding allyship, how to engage our coworkers, barriers to allyship, what allies can do today, perceptions of a confronter and a perpetrator, and ally identity formation. During the presentation, there were points where the audience was engaged to act out conversations and scenarios that may be encountered in an applied setting, and they worked through how to solve the issues that may arise and practiced ally behaviors and discussed their personal experiences with allyship. For a more detailed look into the prompts and questions of the interactive section of the workshop see Appendix E for the physical presentation materials.

At the completion of the workshop, the attendees were sent the second survey, see Table 2.2 for a list of items included in this survey. Individuals in the comparison group received an email link to complete their second survey online in the same timeframe as those in the experimental group.

Following an additional two-week period, the participants in both the comparison and experimental groups were sent the post-training survey via email distribution. Table 2.2 lists the measures included in the post-training survey.

Following the completion of the study, a formal presentation was given to organizational leaders that discussed aggregated results. The participating organization also received a data file which included the data that was obtained across each of the three surveys (all participant identification had been removed to ensure participant anonymity and integrity).

## **Measures**

The following measures were gathered at various time points throughout the data collection process and slightly varied by the group (experimental or comparison) to which participants belonged (i.e., the comparison group did not answer questions about their perceptions of the training). Additionally, the order these measures were presented in may not necessarily represent the order in which they appear to participants. For a holistic view of the measurements that were obtained at each survey administration, see Table 2.2 Data Collection Time Sequence below.

### ***Demographic Measures***

The following demographic measures mimic the temporal sequence and methodology used in initial facilitations (at other workplace-based locations) of the ally skill-building workshop, developed by Dr. Larry Martinez and Kelly Hamilton, M.A., of Portland State University. A demographic questionnaire gathered data regarding the participant's age, gender and racial identification, and education level during the first survey administration. Age data were collected by having the participants input their current age in years. Gender identification was collected from the following answer choices: "female", "male", "genderqueer/ gender non-binary", "other" (followed by an option to fill in the blank), and "decline to say". Ethnicity was collected by a forced-choice question including options such as: "White," "Hispanic, Latin(x), or Spanish," "Black," "Asian," "Native American," "Arab/Middle Eastern," "Pacific Islander," "Multiracial," "Other" (followed by an option to fill in the blank). Education level was gathered by participants choosing their highest degree earned from the following choices, "Some high

school,” “High school/GED,” “Vocational degree,” “Some college,” “Bachelor’s degree,” “Master’s degree,” and “PhD/MD or other professional degree.”

### ***Racial Attitudes: Racism Awareness***

As previously noted by McConahay (1986), people who are high in modern racism believe that racism is no longer an item of concern in society, people of color are unwarranted in their continued asks of equal rights, and pushes made for people of color’s advancement in society is undeserving. To measure modern forms of racism in-line with McConahay’s (1986) theorization, the Color-Blind Racial Attitudes Scale (CoBRAS) is utilized. The CoBRAS assesses a form of racism expression. Specifically, it diverges from traditional racism (i.e., belief in racial superiority) and moves towards an assessment of the level of unawareness of racism’s existence, whether ideological or structural/institutional (Neville et al., 2000). The CoBRAS is a 20-item measure with responses ranging from 1 (strongly disagree) to 6 (strongly agree) with a high alpha coefficient of .91. Example items from the CoBRAS include, “White people in the U.S. have certain advantages because of the color of their skin”, “Social policies, such as affirmative action, discriminate unfairly against white people”, and “Racial problems in the U.S. are rare, isolated situations”. A higher score on this scale indicates an unawareness of the existence of racism whereas having a lower score indicates greater awareness of racial issues. Moreover, it is worth noting that as racial attitudes have become more subtle and nuanced, a higher score (greater unawareness of racism) does not necessarily reflect a belief in racial superiority as in traditional measurements of racism and should not be taken as such. In the present study, at time 1 the CoBRAS scale had a Cronbach’s alpha of .93 for the comparison group and .90 for the experimental group. At time 2, the CoBRAS scale had a Cronbach’s alpha

of .91 for the comparison group and .93 for the experimental group. At time 3, the CoBRAS scale had a Cronbach's alpha of .91 for both the comparison and experimental groups.

### ***Sexist Attitudes: Modern Sexism***

To measure modern forms of sexist attitudes, the Modern Sexism Scale (MSS) was utilized. The MSS, specifically, can predict subtle or covert sexism levels better than traditional forms of sexism measures by adapting some items from McConahay's (1986) Modern Racism Scale (Swim, Aikin, Hall, & Hunter, 1995). According to Swim and colleagues (1995), a pattern emerged which suggests that modern sexism includes greater individualistic values than does traditional sexism. Additionally, modern sexists believe that sexism either no longer exists or that others place too much emphasis on current sexism levels. The MSS has high internal consistency ( $\alpha = .84$ ). This scale includes items such as, "Discrimination against women is no longer a problem in the United States", "Society has reached the point where women and men have equal opportunities for achievement", and "It is rare to see women treated in a sexist manner on television". The responses to the MSS items range on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). Higher score on this scale indicate higher levels of modern, and covert, sexism whereas lower scores indicate more egalitarian perspectives. In the present study, at time 1 the comparison group had a Cronbach's alpha of .83 and the experimental group had an alpha of .82. At time 2, the comparison group had a Cronbach's alpha of .82 and the experimental group had an alpha of .83. At time 3, the comparison group had a Cronbach's alpha of .82 and the experimental group had an alpha of .85.

### ***Social Inclusive Norms***

Employee perceptions of inclusive norms were assessed at the departmental level to reduce the potential social complexities of a work group or team regarding an organizational setting. For instance, employees indicated their perception that their department “treats people with respect and dignity”, “includes members of a wide variety of demographic groups in work group discussions and activities”, “seeks to understand and work with members of other cultures”, and “deals directly with those who engage in biased behavior at work” based on a Likert scale ranging from 1 (definitely does) to 7 (definitely does not) (Linnehan et al., 2006). This scale is found to be reliable as alphas ranged from .56 to .79. Higher scores on this scale indicate more inclusive and welcoming departmental norms. In the present study, at time 1 the Inclusive Norms scale had a Cronbach’s alpha of .73 for the comparison group and .76 for the experimental group. At time 2, the Inclusive Norms scale had a Cronbach’s alpha of .78 for both the comparison and experimental groups. At time 3, the Inclusive Norms scale had a Cronbach’s alpha of .73 for the comparison group and .82 for the experimental group.

### ***Implicit Person Change Beliefs***

The extent to which an individual’s beliefs are similar to the principle of IPT was collected using a three-item measure, consisting of the following questions: “The kind of person someone is, is something very basic about them and it can’t be changed very much”, “People can do things differently, but the important parts of who they are can’t really be changed”, and “Everyone is a certain kind of person and there is not much that can be done to really change that” (Chiu et al., 1997). The participants indicated their level of agreement with the three-item scale with responses ranging from 1 (very strongly agree) to 6 (very strongly disagree). This

three-item measure has been deemed as having high internal reliability with alphas ranging from .90 to .96. This scale has high test-retest reliability (.82) for a two-week interval. Higher scores on this scale indicate greater rigidity in the belief that as individuals, participants will not change foundational personality characteristics that make up who they are due to new experiences or information. In the present study, the IPT scale had a Cronbach's alpha of .83 for the comparison group and .90 for the experimental group.

### ***Perceptions of the Ally Skill-Building Workshop***

To assess reactions to the ally skill-building workshop, we have drawn on Kirkpatrick's (1959) four level model of training evaluation and Kraiger's (1993) framework of training reactions similar to the methodology reported in Bezrukova's (2016) meta-analysis. Reactions are defined in this study as self-report measures that represent the participating employee's responses to the ally skill-building workshop. While favorable reactions to a diversity training do not necessarily indicate greater learning, unfavorable reactions to a training make it far less likely that the training will be effective overall. In assessing the perceptions and effectiveness of the training, employee reactions to the training are imperative to collect. Example questions that were used to assess employee reactions of the trainer/training included: "The training exceeded my expectations", "I would recommend this training others", and "The training was organized". The participants responded to a prompt asking them to "Rate the extent to which you agree with each of the following statements". The response format was a Likert scale ranging from 1 (not at all) to 7 (very much). Higher scores on this scale indicated more favorable reactions to the workshop, indicating a greater opportunity for effectiveness. In the present study, the Reactions



scale had a Cronbach's alpha of .91 for the experimental group; the comparison group did not receive this scale.

### ***Behavioral Outcomes: Intentions to Display Allyship Behaviors***

To assess the efficacy of the training, we gathered insight into the behavioral intentions of employees in relation to the diversity intervention based on the TRA (Linnehan et al., 2006). Similar to the social norms assessment, behavioral intentions were gathered through 16 items across four behavioral categories: (1) confronting others engaging in biased behaviors (e.g., "question comments that appear to promote prejudice or stereotypes"), (2) treating people with respect (e.g., "give coworkers an opportunity to explain before judging"), (3) including members of differing backgrounds in discussions/activities (e.g., "ask members of diverse demographic groups for their views and ideas"), and (4) seeking to better understand members of other cultures (e.g., "ask questions about the preferred terminology in referring to diverse groups"). Participants responded on a Likert scale ranging from 1 (extremely unlikely) to 7 (extremely likely). This scale is considered reliable with alphas ranging from .79 to .88. Higher scores on this scale indicate greater intentions to display allyship related behaviors over time. In the present study, at time 2 the TRA had a Cronbach's alpha of .91 for the comparison group and .95 for the experimental group. At time 3, the TRA had a Cronbach's alpha of .92 for the comparison group and .96 for the experimental group.

Table 2.2 Data Collection Time Sequence

<b>Measures</b>	<b>Distributed Survey</b>		
	<i>1st Survey</i>	<i>2nd Survey</i>	<i>3rd Survey</i>
CoBRAS	X	X	X
MSS	X	X	X
Demographics	X		
IPT	X		
Social Norms	X	X	X
Training Reactions		X	
Behavioral Intentions		X	X

## CHAPTER III

### RESULTS

Hypothesis 1a, which stated that an individual's awareness of racism will increase over time after completing the ally skill-building workshop in comparison to individuals in the comparison group, was partially supported. Results of a 2 (experimental vs. comparison group) x 3 (racism awareness time 1 vs. racism awareness time 2 vs. racism awareness time 3) mixed model analysis of variance (ANOVA) indicate that the experimental and comparison groups did not significantly differ from each other in terms of racism awareness  $F(1, 139) = .47, p = .50$  across either time 1, time 2, or time 3 (see Table 3.1). However, there were differences in the main effect of experimental group.

For individuals in the experimental group, results of a repeated-measures ANOVA indicated that participant's racism awareness levels did increase over time,  $F(2, 158) = 4.11, p = .01, \eta^2 = .05$ . Post hoc tests using the Bonferroni correction revealed that there was greater racism awareness by an average of -.084 after completing the workshop at time 2 ( $p = .01$ ); no other time periods were significantly different from each other.

Table 3.1 Means and Standard Deviations of Racism Awareness by Group

	<b>Experimental Group</b>		<b>Comparison Group</b>	
	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>
Time 1	2.63	.69	2.49	.73
Time 2	2.55	.71	2.50	.64
Time 3	2.56	.66	2.52	.69

Hypothesis 1b, which stated that individuals in the experimental group's awareness of racism will increase over time after completing the ally skill-building workshop depending on the inclusive norms within their departments, was partially supported (see Table 3.2). A simple moderation analysis conducted using PROCESS (Model 1) indicated that there was a significant interaction between inclusive norms and racism awareness at time 1 predicting racism awareness at time 2,  $F(1, 90) = 6.09, p = .01$  (see Figure 3.1). The more inclusive norms and racism awareness at time 1, the higher the level of racism awareness at time 2.

A simple moderation analysis conducted using PROCESS (Model 1) indicated that there was not a significant interaction between inclusive norms and racism awareness at time 2 predicting racism awareness at time 3,  $F(1, 78) = .37, p = .54$ , thereby not supporting this portion of Hypothesis 1b. There was a main effect of racism awareness at time 2 predicting time 3: racism awareness was at its lowest at time 1 ( $M = 2.63, SD = .69$ ) and highest at time 2 ( $M = 2.55, SD = .71$ ); racism awareness values at time 3 did not significantly differ from the values at time 2 ( $M = 2.56, SD = .66$ ; see Table 3.3). Therefore, the main effect provides additional support that racism awareness at time 2 is not significantly different from racism awareness at time 3.

Table 3.2 Hypothesis 1b Inclusive Norms Predicting Racism Awareness

	Inclusive Norms Predicting Racism Awareness at Time 2				Inclusive Norms Predicting Racism Awareness at Time 3			
	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	.133 [.31, 2.35]	.511	2.60	.010	.112 [-.78, 1.00]	.449	.250	.803
CoBRAS 1	.488 [.55, 1.26]	.192	2.54	.012	.974 [.61, 1.33]	.180	5.40	< .001
IN 1	-.238 [-.42, -.04]	.095	-2.51	.013	.044 [-.11, .20]	.081	.536	.592
CoBRAS x IN	.085 [.01, .15]	.034	2.46	.015	-.019 [-.08, .04]	.032	-.612	.542

Note: CoBRAS: Color-Blind Racial Attitudes Scale. IN: Inclusive Norms scale.

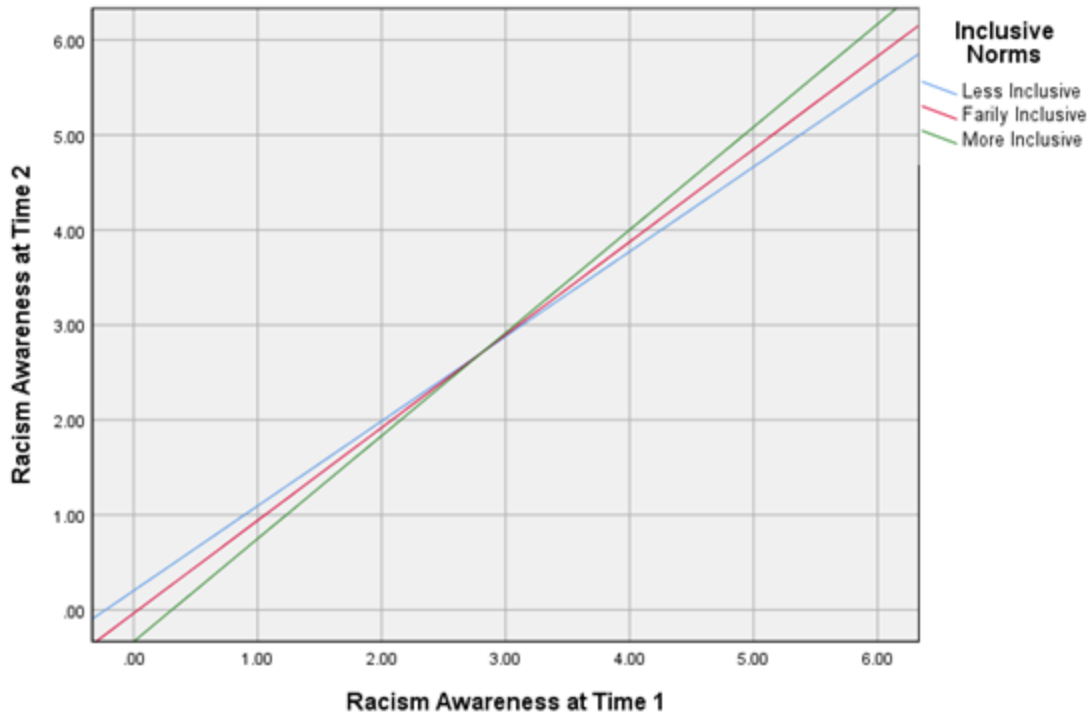


Figure 3.1 Inclusive Norms Influenced Racism Awareness at Time 2

Hypothesis 1c, which stated that an individual’s awareness of racism will increase over time after completing the ally skill-building workshop depending on their implicit person beliefs, was not supported (see Table 3.3). A simple moderation analysis conducted using PROCESS (Model 1) indicated that participant’s level of racism awareness was not influenced by their implicit person beliefs at time 1 to time 2,  $F(1, 90) = .59, p = .44$ . or at time 2 to time 3,  $F(1, 76) = .40, p = .53$ .

Table 3.3 Hypothesis 1c IPT Predicting Racism Awareness

	IPT Predicting Racism Awareness at Time 2				IPT Predicting Racism Awareness at Time 3			
	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	-.263 [-.88, .35]	.310	-.848	.398	.215 [-.34, .77]	.281	.765	.446
CoBRAS	1.02 [.79, 1.24]	.113	9.02	< .001	.927 [.71, 1.14]	.107	8.64	< .001
IPT	.138 [-.09, .37]	.118	1.16	.246	.061 [-.15, .27]	.109	.561	.576
CoBRAS x IPT	-.033 [-.11, .05]	.043	-.769	.443	-.025 [-.10, .05]	.040	-.633	.528

Note: CoBRAS: Color-Blind Racial Attitudes Scale. IPT: Implicit Person Theory.

Hypothesis 2a, which stated that an individual’s degree of sexist attitudes will decrease over time after completing the ally skill-building workshop in comparison to individuals in the comparison group, was partially supported. Results of a 2 (experimental vs comparison group) x 3 (sexist attitudes at time 1, sexist attitudes at time 2, and sexist attitudes at time 3) mixed model ANOVA indicate that the experimental and comparison groups did significantly differ from each

other in levels of sexist attitudes,  $F(1, 140) = 3.94, p = .049$ , such that the experimental group had greater levels of sexist attitudes in contrast to the comparison group across time 1, time 2, and time 3. However, results of a repeated-measures ANOVA indicated that sexist attitudes did not significantly decrease over time for those in the experimental group,  $F(2, 158) = .25, p = .77, \eta^2 = .00$  (see Table 3.4)

Table 3.4 Means and Standard Deviations of Sexist Attitudes by Group

	Experimental Group		Comparison Group	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Time 1	2.40	.68	2.19	.61
Time 2	2.42	.70	2.17	.64
Time 3	2.43	.72	2.23	.70

Hypothesis 2b, which stated that individuals in the experimental group's degree of sexist attitudes will decrease over time depending on the inclusive norms within their departments, was not supported (see Table 3.5). A simple moderation analysis conducted using PROCESS (Model 1) indicated that there was no significant interaction between inclusive norms and sexist attitude levels at time 1 predicting sexist attitudes at time 2,  $F(1, 91) = 0.26, p = .61$ . There was no main effect for sexism or for inclusive norms. Additional moderation analyses conducted using PROCESS (Model 1) analyzed the difference from time 2 to time 3 and indicated no significant interaction between sexist attitudes and inclusive norms at time 2 predicting sexist attitudes at time 3,  $F(1, 79) = 1.88, p = .17$ . There was a significant main effect of sexist attitudes at time 2 predicting sexist attitudes at time 3, but that may be due to levels of sexist attitudes not significantly differing across the three time points (Hypothesis 2a; see Table 3.4).

Table 3.5 Hypothesis 2b Inclusive Norms Predicting Sexist Attitudes

	Inclusive Norms Predicting Sexism at Time 2				Inclusive Norms Predicting Sexism at Time 3			
	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	.889 [-.88, 2.66]	.893	.994	.322	-.943 [-2.50, .62]	.786	1.197	.233
MSS 1	.649 [-.10, 1.39]	.377	1.718	.089	1.287 [.64, 1.92]	.320	4.015	< .001
IN 1	-.083 [-.40, .23]	.159	-.525	.600	.232 [-.04, .51]	.140	1.660	.100
MSS x IN	.033 [-.09, .16]	.065	.509	.611	-.077 [-.18, .03]	.056	1.371	.174

Note: MSS: Modern Sexism Scale. IN: Inclusive Norms scale.

Hypothesis 2c, which stated that an individual in the experimental group's degree of sexist attitudes will decrease over time depending on their implicit person beliefs, was not supported (see Table 3.6). A simple moderation analysis conducted using PROCESS (Model 1) indicated that there was no interaction between sexist attitudes and implicit person beliefs at time 1 to time 2,  $F(1, 91) = .26, p = .61$ , or at time 2 to time 3,  $F(1, 76) = .06, p = .80$ .



Table 3.6 Hypothesis 2c IPT Predicting Levels of Sexist Attitudes

	IPT Predicting Sexism at Time 2				IPT Predicting Sexism at Time 3			
	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	.136 [-.70, .97]	.423	.321	.748	.114 [-.76, .99]	.440	.260	.795
MSS 1	.911 [.55, 1.26]	.179	5.06	< .001	.887 [.51, 1.25]	.184	4.80	< .001
IPT 1	.126 [-.18, .44]	.158	.795	.428	.107 [-.22, .44]	.167	.643	.521
MSS x IPT	-.033 [-.16, .09]	.065	-.511	.610	-.017 [-.15, .11]	.068	-.254	.800

Note: MSS: Modern Sexism Scale. IPT: Implicit Person Theory.

Hypothesis 3a, which stated that an individual’s level of racism awareness will in turn influence their reactions to the ally skill-building workshop, was not supported (see Table 3.7). Results of a multiple regression analysis indicate that individual’s racism awareness did not predict workshop reactions at any of the time points data were collected.

Table 3.7 Multiple Regression Analysis of Racism Awareness Predicting Workshop Reactions

Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>t</i>	<i>p</i>	<i>sr</i> <sup>2</sup>
Constant	6.063	.422		14.368	< .001	
CoBRAS 1	.063	.418	.048	.151	.880	< .001
CoBRAS 2	.071	.478	.056	.149	.882	< .001
CoBRAS 3	-.302	.430	-.222	-.702	.485	.006

Note: CoBRAS: Color-Blind Racial Attitudes Scale.

Hypothesis 3b, which stated that an individual’s awareness of racism will in turn influence their reactions to the ally skill-building workshop depending on the inclusive norms of their respective departments, was not supported (see Table 3.8). Results of a simple moderation analysis conducted using PROCESS (Model 1) indicated that inclusive norms and levels of racism awareness did not interact to predict reactions to the workshop,  $F(1, 95) = .13, p = .72$

Table 3.8 Racism Awareness and Inclusive Norms Predicting Workshop Reactions at Time 2

	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	4.238 [1.41, 7.06]	1.423	2.978	.003
CoBRAS 2	-.1339 [-1.26, .99]	.567	-.235	.814
IN 2	.408 [-.10, .92]	.258	1.583	.116
CoBRAS x SN	-.035 [-.23, .16]	.099	-.354	.723

Note: CoBRAS: Color-Blind Racial Attitudes. IN: Inclusive Norms scale.

Hypothesis 4a, which stated that an individual’s degree of sexist attitudes will influence their reactions to the ally skill-building workshop, was partially supported (see Table 3.9). Results of a multiple regression analysis indicate that sexist attitudes at time 2 significantly related to workshop reactions at time 2. Therefore, as sexist attitudes increased workshop reactions became less favorable at time 2. Sexist attitudes at times 1 and 3 did not significantly predict workshop reactions.

Table 3.9 Multiple Regression Analysis of Sexist Attitudes Predicting Workshop Reactions

Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>t</i>	<i>p</i>	<i>sr</i> <sup>2</sup>
Constant	6.154	.380		16.206	< .001	
MSS 1	.298	.288	.225	1.033	.305	.01
<b>MSS 2</b>	<b>-.580</b>	<b>.282</b>	<b>-.452</b>	<b>-2.055</b>	<b>.043</b>	<b>.05</b>
MSS 3	.072	.264	.059	.273	.786	< .001

Note: MSS: Modern Sexism Scale.

Hypothesis 4b, which stated that an individual’s degree of sexist attitudes will influence reactions to the ally skill-building workshop depending on the inclusive norms within their respective departments, was not supported (see Table 3.10). Results of a simple moderation analysis conducted using PROCESS (Model 1) indicated that sexist attitudes and inclusive norms did not interact to predict reactions to workshop,  $F(1, 95) = .07, p = .79$

Table 3.10 Sexist Attitudes and Inclusive Norms Predicting Workshop Reactions at Time 2

	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	4.438 [1.45, 7.42]	1.505	2.948	.004
MSS 2	-.178 [-1.39, 1.03]	.610	-.2925	.770
IN 2	.367 [-.15, .88]	.262	1.40	.163
MSS x IN	-.028 [-.23, .17]	.104	-.272	.785

Note: MSS: Modern Sexism Scale. IN: Inclusive Norms scale.

Hypothesis 5a, which stated that an individual’s reaction to the ally skill-building workshop will interact with their level of racism awareness to predict behavioral intentions, was partially supported (see Table 3.11). Results of a simple moderation analysis conducted using PROCESS (Model 1) indicate that levels of racism awareness and reactions to the workshop had a significant interaction and predicted behavioral intentions at time 2,  $F(1, 95) = 11.21, p = .001$ , this was not significant at time 3,  $F(1, 78) = .98, p = .32$ , (see Figure 3.2). Behavioral intentions at time 2 were highest whenever individuals in the experimental group had greater racism awareness and more favorable reactions to the workshop. Additionally, the lowest levels of behavioral intentions occurred whenever individuals in the experimental group had less racism awareness paired with less favorable reactions to the workshop. It is important to note that if individuals had favorable reactions to the workshop, regardless of levels of racism awareness at time 2 they were more likely to have the greatest levels of behavioral intentions at time 2.

Table 3.11 Workshop Reactions and Racism Awareness Predicting Behavioral Intentions at Time 2

	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	9.014 [5.53, 12.49]	1.751	5.147	< .001
CoBRAS 2	-2.383 [-3.63, -1.12]	.632	-3.766	<.001
Reactions 2	-.446 [-1.04, .15]	.302	-1.473	.144
CoBRAS x Reactions	.371 [.15, .59]	.110	3.347	.001

Note: CoBRAS: Color-Blind Racial Attitudes Scale.

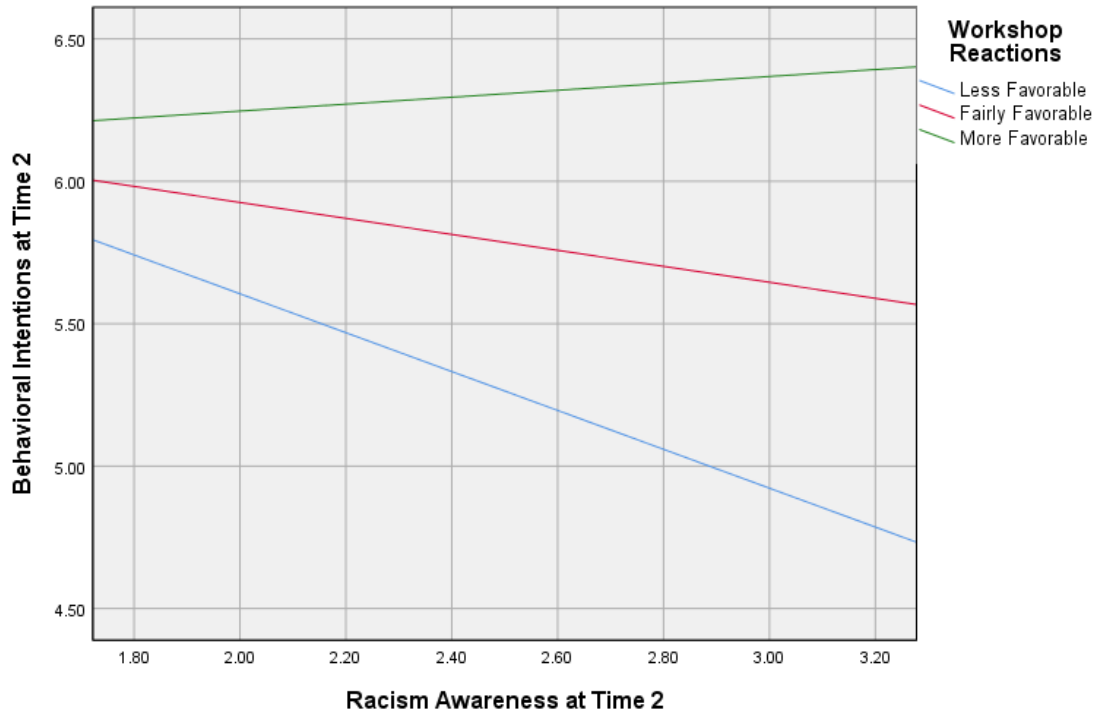


Figure 3.2 High Racism Awareness and Favorable Workshop Reactions Led to Greatest Behavioral Intentions

Hypothesis 5b, which stated that an individual’s reaction to the ally skill-building workshop will interact with their level of sexist attitudes to predict behavioral intentions, was partially supported (see Table 3.12). Results of a simple moderation analysis conducted using PROCESS (Model 1) indicated that levels of sexist attitudes and reactions to the workshop had a significant interaction and predicted behavioral intentions at time 2,  $F(1, 95) = 11.24, p = .001$ , but this interaction was not significant to predict behavioral intentions at time 3,  $F(1, 78) = 3.01, p = .09$ , (see Figure 3.3). Behavioral intentions at time 2 were highest whenever individuals in the experimental group had more favorable reactions to the workshop regardless of their sexist attitudes. Additionally, the lowest levels of behavioral intentions occurred whenever individuals

in the experimental group had higher sexist attitudes paired with less favorable reactions to the workshop.

Table 3.12 Workshop Reactions and Sexist Attitudes Predicting Behavioral Intentions at Time 2

	<i>b</i> LLCI, ULCI	se	<i>t</i>	<i>p</i>
Constant	8.939 [5.70, 12.17]	1.627	5.491	< .001
MSS 2	-2.388 [-3.58, -1.18]	.603	-3.956	< .001
Reactions 2	-.404 [-.96, .15]	.282	-1.429	.156
MSS x Reactions	.358 [.14, .57]	.106	3.352	.001

Note: MSS: Modern Sexism Scale.

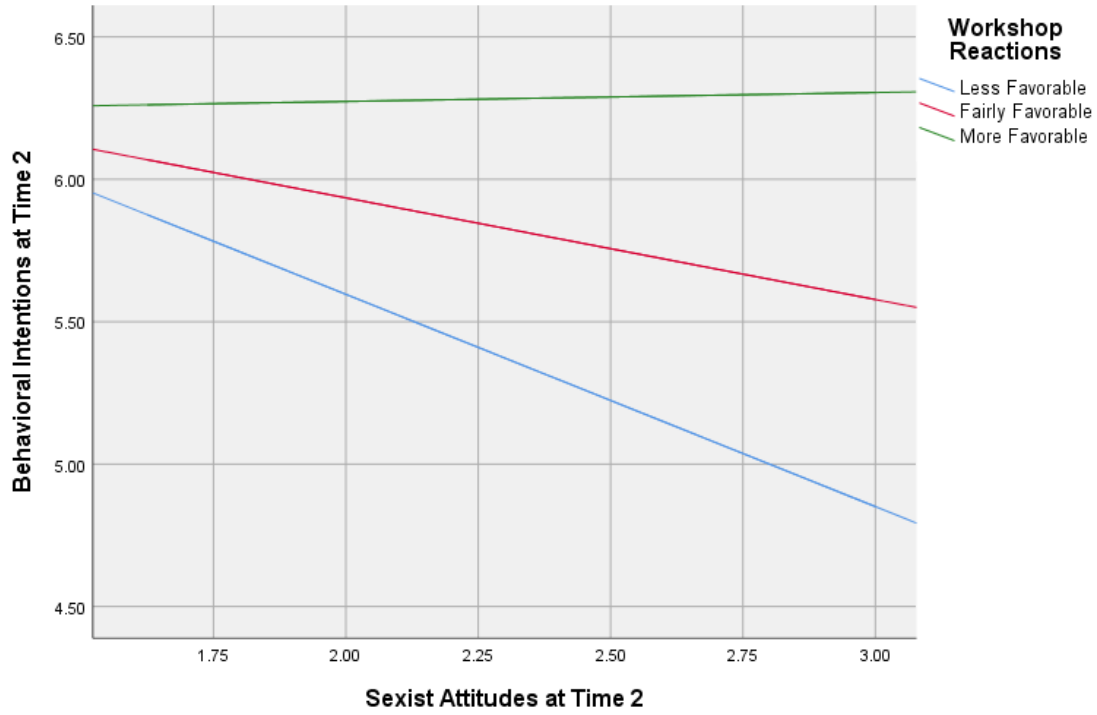


Figure 3.3 Regardless of Sexist Attitudes, Favorable Workshop Reactions Led to Greater Behavioral Intentions

## CHAPTER IV

### DISCUSSION AND CONCLUSION

The purpose of this study was to extend our understanding of newer methodologies in diversity management. More specifically, the present study investigated whether ally skill-building could be as impactful, if not more, than prior methodologies in increasing positive attitudes toward diversity. An important aspect of the study's purpose was to determine whether developing ally skill-building leads to behavioral intentions over time as there is a significant gap in the diversity management field in terms of long-term effectiveness of diversity management initiatives. Finally, an additional purpose of this study was to identify antecedents and moderators of the effectiveness of the ally skill-building workshop for employees participating in the workshop. The collective purpose was to further the research in diversity management and address the call for further research into obtaining insights for organizational leaders and practitioners alike to establish a guide for developing and facilitating strategic diversity management initiatives. A three-part longitudinal design assessed through PROCESS simple moderation analyses and ANOVA analyses highlights the value of incorporating antecedents, moderators, and outcomes into the study of ally skill-building.



## **Racism Awareness**

Based on the findings of the present study, the ally skill-building Workshop was effective in facilitating increased awareness of racism, showing that participants in the experimental group had increased knowledge of systemic, historical, and current issues surrounding race (e.g., historical social acts such as the civil rights movement and prevalence of racism in modern times). This finding can not necessarily infer that participants recognize any racial issues within their current departments as data were not collected that would allow participants an opportunity to provide free recall of perceived racial issues in their workplaces. Participants that completed the workshop had greater instances of racism awareness immediately after the workshop. These higher levels of awareness continued two-weeks post-workshop (time 3); racism awareness levels were not significantly different from time two to time three and participants had greater levels of awareness in comparison to pre-workshop levels, indicating lasting effects.

Furthermore, the comparison group had no racial awareness changes at any time point, indicating that the workshop appears to be effective in bringing awareness to racial issues more so than no intervention at all. This finding aligns with Bezrukova's (2016) metaanalysis, which suggests that cognitive learning has lasting impacts over time. The workshop shows promise to utilize cognitive-based learning paired with behavioral knowledge to bring long-lasting awareness to systemic racial issues.

Racism awareness was also influenced by perceived inclusive norms of the employees' respective departments. For instance, the strength of an individual's racism awareness pre-workshop (time 1) was related to perceived negative inclusive norms (time 1), in that the degree to which individual's viewed the inclusive norms within their departments as negative predicted an individual's level of racism awareness post-workshop (time 2). However, this finding was not

in the direction originally hypothesized as prior research suggests that a more positive, or inclusive, environment would help strengthen the intended effects of a diversity management initiative (Shore et al., 2009). Instead, the results from the present study suggested that as individuals became more aware of systemic issues (i.e., racism) they may have a heightened awareness of those issues reflected within their department, therefore creating a feedback loop resulting in greater awareness over time. As a purpose of the ally skill-building workshop is to build skills that educate and empower participants to embody allyship, those with greater awareness of racism after completing the workshop may have perceived more diversity-related issues (e.g., evidence of discrimination and/or bias) when returning to their regular job duties. While inclusive norms did not influence individual's racism awareness levels in the follow-up (time 3), their racism awareness levels were still greater than they were pre-workshop (time 1).

With regards to the group differences between the experimental and comparison group, there were no significant differences in terms of racism awareness. It seems that the comparison group had lower levels of racism awareness than the experimental group, but the differences were not significant.

### **Sexist Attitudes**

Regarding modern sexist attitudes, there were no significant changes in modern sexist attitudes over time for either the experimental group or the comparison group. This finding contradicts prior evidence that suggests that training groups comprised of mainly women tend to have larger training effects (Kalinowski et al., 2012). Researchers suggest that the degree to which a woman holds positive stereotypes about women holding traditional roles (i.e., primary

caregivers of a household) may explain the lack of change in belief about sexism's prevalence or existence (Swim & Cohen, 1997). If a woman does not believe that traditional gender-prescribed roles in society negatively impact their image as a woman in an organizational setting, then she may not agree that sexism exists in general. Related to the present experiment, the gender makeup of the studied population was majority women, as is reflective of the broader organization (66% women), therefore the women in the study may not feel that sexism exists in the current organizational setting as the majority of the employee body identifies as women (Williams & O'Reilly, 1998). Moreover, as the majority of participants were women, responding in a way that suggests they discount sexism and or do not notice inequality may be in an effort to preserve their identities in an organizational context (Perry, Murphy, & Dovidio, 2015). These self-protective factors may elicit cognitive dissonance to suggest that sexism is real and may apply to the organization in which they are currently working in (as the organizational setting would cue the accessibility of gender inequities due to context of the workshop).

Additionally, the lack of changes to sexist attitudes amongst the participants in the experimental group may be due to a misalignment between the purpose and strategy of the ally skill-building workshop and the measurement tool. For instance, the ally skill-building workshop is designed to speak to a variety of inequities that may exist in society and workplace settings (e.g., racial issues, gender inequities, LGBTQ+ issues, and identity issues) but the present study measured a specific construct related to gender inequities (i.e., modern sexism). The misalignment between a generalized and non-specific diversity intervention and a specific and targeted measure of gender biases may not have had the consistency needed to measure changes in modern sexist attitudes. Rather, the present study would have benefited from additional

measures related to more generalized constructs of desired diversity management interventions (i.e., measures of inclusion and belonging).

Regarding the group differences between the experimental and comparison group, it seems that the experimental group had higher levels of modern sexist attitudes than the comparison group. As is common with applied quasi-experimental studies, there is no true control group and that was reflected in the data. Therefore, the differences between these groups could be due to the intervention of the present study or to other extraneous factors that were not measured nor accounted for in the present study.

### **Workshop Reactions as a Function of Racism Awareness, Sexist Attitudes, Inclusive Norms, and Implicit Person Beliefs**

In contrast to predictions, racism awareness and sexist attitudes did not interact with perceived inclusive norms to predict reactions to the workshop. However, the present study suggests that the newer methodology of ally skill-building may not be influenced by implicit person beliefs as these beliefs did not impact the workshop's ability to bring awareness of racism or modify levels of sexist attitudes. In fact, the present study's antecedents and moderators (i.e., implicit person beliefs, racism awareness levels, sexist attitudes, and perceptions of inclusive norms) did not impact participant's perceptions of the ally skill-building workshop. This finding contrasts prior literature which suggests that a vast majority of individuals are hesitant to participate or engage in diversity management initiatives as there tends to be negative connotations around the purpose and function of them in general (Pendry et al., 2007). Therefore, the present study provides evidence to suggest that ally skill-building may not be perceived as

threatening in comparison to traditional forms of individualized diversity management interventions (e.g., implicit bias training) and participants may be more open-minded to a collective initiative such as ally skill-building.

Furthermore, levels of modern sexist attitudes did not interact with individual's perception of the inclusive norms in their respective departments in predicting workshop reactions, but there was a significant interaction between levels of modern sexist attitudes and perceptions of the workshop (workshop reactions) after individual's completed the workshop (time 2). It seems that, although levels of modern sexist attitudes did not change over time, participants' sexist attitudes only predicted behavior when combined with perceptions of the workshop. More unfavorable reactions to the workshop in combination with highly sexist attitudes resulted in significantly less allyship behavior. This finding supports prior research in that individual's reactions to diversity management initiatives tend to be influenced by their levels of sexism (Kalinowski et al., 2012).

### **Behavioral Intentions as a Function of Workshop Reactions, Racism Awareness, and Sexist Attitudes**

Levels of modern sexist attitudes and levels of racism awareness individually had a significant interaction with reactions to the workshop in predicting future allyship behavior. For instance, individuals who perceived sexism as a prevalent issue that still exists in society and organizations today hoped to mitigate sexism by displaying allyship behaviors. This is an important finding as it leads us to believe that even if the ally skill-building workshop was not as effective in decreasing modern sexist attitudes as originally hypothesized, it was still impactful in

that the workshop could promote allyship, a chief purpose of its development. According to the findings, even if levels of modern sexist attitudes remain static, there may be hope for individual's promoting allyship that could create a culture shift towards more inclusive behaviors, policies, and norms which is another purpose of the workshop's development. Overall, the scores for individuals in the experimental group were relatively low which may be evidence of a floor effect (i.e., little variance in the scores). Therefore, the modern sexism scale may not have had the response options participants felt comfortable responding with, leading to less reliable results, or participants were having a difficult time responding to the scale items in general.

Similarly, an interaction between racism awareness and workshop reactions predicting behavioral intentions was found in that those with greater awareness were more likely to display allyship behaviors. Again, the workshop shows promise for utilizing cognitive-based learning in addition to developing behavioral knowledge that promotes long-lasting impacts and awareness to systemic issues such as racism, similar to prior research (Bezrukova et al., 2016).

Additionally, although not explicitly hypothesized, it is important to note that if a participant had high favorability towards the workshop, they were more likely to intend to display allyship behaviors (measured after completing the ally skill-building workshop) regardless of their level of racism awareness. Similarly, if a participant had high favorability towards the workshop, they were more likely to display allyship behaviors regardless of their levels of sexist attitudes. This finding is in line with Bezrukova's (2016) meta-analysis on diversity training outcomes. For instance, larger effects on diversity training's learning outcomes was found to be the highest regarding reactions to a diversity training when dealing with a sample of primarily women-identifying participants (Bezrukova et al., 2016). Although, evidence suggests

that the outcomes of more favorable reactions to a diversity training may decay over time the lack of a long-term evaluation and behavioral component assessing reactions in prior literature was addressed in the present study (Bezrukova et al., 2016). Additionally, as the evidence in the present study suggests long term impacts of the ally skill-building workshop, specifically in racism awareness and behavioral intentions, favorable reactions to the workshop can be considered an antecedent to learning leading to behavioral changes (Giangreco, Carugati, Sebastiano, & Della Bella, 2010).

## CHAPTER V

### LIMITATIONS AND FUTURE DIRECTIONS

As the purpose of this study was to investigate the antecedents, moderators, and effectiveness of a diversity management intervention, the present study could have benefited from a more diverse pool of participants/employees. While there was diversity of age, educational background, and tenure within the participating organization, the majority of participants identified as White and/or as women. Future generalizations of the findings in the present study should take note of the gender makeup of the participants as the results found here may not be replicated in other populations. Considering future research, a more diverse or homogenous sample may be more fitting depending on the purpose of future studies. For instance, if the purpose of future research is to further examine the relationship between ally skill-building and desired business outcomes (i.e., inclusivity), researchers should be sensitive to the diversity makeup of a participant sample as a more diverse pool of participants will be more representative of the workforce and thus the findings may have more external validity than the results in the present study. If the purpose of future research is to further examine the role that ally skill-building has on individuals within a certain demographic makeup with unique characteristics (e.g., racial, gender, cultural, or ability, etc.) then a more homogenous population may help bring the power necessary to identify any phenomena and would increase the internal validity of the study. A call for research examining both the unique impacts ally skill-building



has on certain populations as well as how ally skill-building impacts the broader organizational context is imperative.

Additionally, a significant drawback of the current study lies within the variances of the comparison group. The findings from the data cannot solely be attributed to the interventions created by the researchers as the comparison group was not truly randomly assigned. Therefore, the present study may have had different results had there been a true control group. For instance, the comparison group had more awareness of racism than did the experimental group, although these differences were not statistically significant. Additionally, for sexist attitudes, the experimental group had greater sexist attitudes than did the comparison group. These differences could be due to a variety of factors such as physical location within the United States, cultural norms of various states that participants lived, occupations that attract and retain certain individual characteristics, or various other factors. These confounding factors may have influenced the ability to make comparisons across the experimental and comparison groups as they were not measured and could not be controlled for. Future research that works within an applied organizational setting should randomly assign participants to an experimental group and assess any differences prior to intervention.

As in all research, the social desirability effect and fear of responding candidly to surveys may have played a role in the present study. As the study had an applied-workplace sample using a population of intact teams and departments, participants may have still felt unsure of the potential repercussions of being honest with the researchers considering the topics presented in the surveys could be considered sensitive and potentially detrimental to their employment. While confidentiality was stressed throughout the study and participants were ensured anonymity once the data from all three time points were combined, there may still have been uncertainty with

third-party researchers that could have potentially influenced the data in one way or another. While we must assume the participants responded accurately, precaution should always be taken when conducting applied research.

Another drawback of the study was that the participants in the experimental group were all located in one of the participating organization's locations while those in the comparison group had the potential to be in any of the organization's global locations. As the participants in the experimental group had to physically attend the workshop, this may have limited the type of worker the present study attracted. For instance, most likely the participants in the experimental group were able-bodied as they had to physically travel to and from the workshop's location, non-telecommunicators as they had to be present in office to participate, and part of one of the four participating departments. Therefore, this could have significantly impacted the type of employee that participated in the workshop. Future research should focus on the impact and effectiveness of an ally skill-building workshop with participants that are able to attend or tune into the workshop from anywhere they are physically located and among any of the departments within the organization for more variable randomization.

Additionally, due to an error of omission, there was no opportunity for participants to detail their history completing any type of diversity training program. Although an ally skill-building workshop is a newer method within the diversity management field, future research should consider potential effects that prior knowledge of diversity issues and management principles may cause. For instance, future research should examine the baseline knowledge of organizational policies, perceptions of inclusions and equity/justice, and individual's history of participating in any diversity management initiatives to examine the unique impacts of an ally skill-building workshop while considering these factors.

Finally, a significant drawback was not utilizing qualitative data to guide the context around the perceptions of inclusive norms. For instance, while the present study measured the changes in perceptions of inclusive norms over time, participants were not given the opportunity to detail these perceptions in frequency, magnitude, context, or behavior. Future research should begin to identify what employees perceive as inclusive behaviors, what behaviors are most important for perceiving an inclusive environment, and where employees feel inclusivity still has opportunity for improvement.

In conclusion, the present study had several limitations, but it also had many strengths such as being conducted within an organizational setting and utilizing a longitudinal design while addressing previous calls for research (e.g., behavioral changes over time). Future research utilizing ally skill-building should take into consideration the drawbacks and findings of the present study while furthering the diversity management field.

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APPENDIX A  
IRB APPROVAL LETTER

**Institutional Review Board**

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**TO:** Chelsea Wymer  
Dr. Alexandra Zelin **IRB # 19-106**

**FROM:** Lindsay Pardue, Director of Research Integrity  
Dr. Amy Doolittle, IRB Committee Chair

**DATE:** 8/28/2019

**SUBJECT:** IRB #19-106: Investigating Reactions to and Effectiveness of an Ally Skill-Building Workshop

Thank you for submitting your application for exemption to The University of Tennessee at Chattanooga Institutional Review Board. Your proposal was evaluated in light of the federal regulations that govern the protection of human subjects.

Specifically, 45 CFR 46.104(d) identifies studies that are exempt from IRB oversight. The UTC IRB Chairperson or his/her designee has determined that your proposed project falls within the category described in the following subsection of this policy:

**46.104(d)(2)(ii):** Research only includes educational tests, surveys, interviews, public observation and any disclosure of responses outside of the research would NOT reasonably place subject at risk

Even though your project is exempt from further IRB review, the research must be conducted according to the proposal submitted to the UTC IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an Application for Changes, Annual Review, or Project Termination/Completion form to the UTC IRB. Please be aware that changes to the research protocol may prevent the research from qualifying for exempt review and require submission of a new IRB application or other materials to the UTC IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the UTC IRB as soon as

possible. Once notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval.

For additional information, please consult our web page <http://www.utc.edu/irb> or email [instrb@utc.edu](mailto:instrb@utc.edu).

Best wishes for a successful research project.

APPENDIX B  
INFORMED CONSENT FORMS

## Experimental Group Consent Form

### **Thank you for your participation in the study entitled, “Investigating the reactions to and effectiveness of an Ally Skill-Building Workshop”!**

The purpose of this workshop is to teach the skills necessary to create a more inclusive culture for all employees here at \*\*\*\*. This workshop is part of a research study involving the University of Tennessee at Chattanooga’s Industrial-Organizational (I-O) Psychology program. The purpose of the study is to contribute to a general body of knowledge within the I-O field. While your participation in the study isn’t mandated, we highly encourage your participation and feedback as the results of this survey will be beneficial to identifying ways to improve \*\*\*\*’s Inclusion and Diversity initiatives. *Participation is voluntary and you may discontinue at any time without penalty.*

If you choose to participate, you will be asked to complete three surveys in total. All surveys will be sent to your \*\*\*\* email via a Qualtrics survey link. The 1<sup>st</sup> survey will be administered prior to the Ally Skill-Building Workshop’s kickoff. The 2<sup>nd</sup> will come immediately after the Workshop. The 3<sup>rd</sup> will be a follow-up two-weeks after you complete the Workshop. Each survey will take about 15 minutes to complete. **For each survey you complete (out of 3 total), you will be entered into a raffle to win 1 of 35 gift cards to Amazon.**

While the surveys used in this study will capture sensitive information (e.g., age, gender, tenure), *the data will be secured and deidentified prior to distribution* to anyone within \*\*\*\* or the training facilitator, Chelsea Wymer or Dr. Alexandra I. Zelin from the University of Tennessee at Chattanooga. After identifiers have been removed, the data collected in this study could be used for future research studies or distributed to other investigators for future research without additional informed consent. Capturing this information will allow us to observe changes over time and this process has been approved by UTC’s Institutional Review Board.

**Please keep in mind** that although this survey is being distributed within \*\*\*\*, the data will be collected and securely stored before being returned to \*\*\*\* in an aggregate format. The workshop may ask that you engage with colleagues in conversation around sensitive topics such as gender, race, or sexual orientation. *You do not have to participate in these activities if you feel uncomfortable and can leave at any time.* If you discontinue the workshop, we reserve the right to use the data collected up until that point in time. We do not foresee any long-term risks of your participation in the workshop and research study.

#### **Whom to contact if you have questions about the study:**

Chelsea Wymer – [bpd553@mocs.utc.edu](mailto:bpd553@mocs.utc.edu)

Dr. Alexandra Zelin, PhD – [Alexandra-zelin@utc.edu](mailto:Alexandra-zelin@utc.edu)

Dr. Amy Doolittle, Institutional Review Board Chair– (423) 425-5563; [instrb@utc.edu](mailto:instrb@utc.edu)

If you wish to participate in this study, please write your name below:

## Comparison Group Consent Form

### **Thank you for your participation in the study entitled, “Investigating the reactions to and effectiveness of an Ally Skill-Building Workshop”!**

The purpose of the study is to contribute to a general body of knowledge within the Industrial Organizational Psychology field. While you will not be participating in the workshop, you will be playing a vital role in its facilitation and improvement. We highly encourage your participation and feedback as the results of this survey will be beneficial to the University of Tennessee at Chattanooga (UTC) Industrial Organizational Psychology program’s efforts to build an effective Ally Skill-Building Workshop and identifying ways to improve \*\*\*\*’s Inclusion and Diversity initiatives.

*Participation is voluntary and you may discontinue at any time without penalty.* If you choose to participate in the research study, you will be asked to complete three surveys in total; the surveys will be received at the same time as those who complete the Ally Skill-Building Workshop. All surveys will be sent to your \*\*\*\* email via a Qualtrics survey link. The 1<sup>st</sup> survey will be administered prior to the Ally Skill-Building Workshop’s kickoff. The 2<sup>nd</sup> will come immediately after your colleagues complete the Workshop. The 3<sup>rd</sup> will be a follow-up two-weeks after the 2<sup>nd</sup> survey. Each survey will take about 15 minutes to complete. **For each survey you complete (out of 3 total), you will be entered into a raffle to win 1 of 35 gift cards to Amazon.**

While the surveys used in this study will capture sensitive information such as gender, race, or sexual orientation, *the data will be deidentified prior to distribution* to anyone within \*\*\*\* or the training’s facilitator, Chelsea Wymer or Dr. Alexandra I. Zelin from the University of Tennessee at Chattanooga. After identifiers have been removed, the data collected in this study could be used for future research studies or distributed to other investigators for future research without additional informed consent. Capturing this information will allow us to observe changes over time and this process has been approved by UTC’s Institutional Review Board.

**Please keep in mind:** Although this survey is being distributed within \*\*\*\*, the data will be collected and securely stored before being returned to \*\*\*\* in an aggregate format. If at any point you choose to no longer participate, we reserve the right to use the data collected up until that point in time. We do not foresee any long-term risks of your participation in the research study.

#### **Whom to contact if you have questions about the study:**

Chelsea Wymer – [bpd553@mocs.utc.edu](mailto:bpd553@mocs.utc.edu)

Dr. Alexandra Zelin, PhD – [Alexandra-zelin@utc.edu](mailto:Alexandra-zelin@utc.edu)

Dr. Amy Doolittle, Institutional Review Board Chair– (423) 425-5563; [instrb@utc.edu](mailto:instrb@utc.edu)

If you wish to participate in this study, please write your name below.

APPENDIX C  
COPY OF SURVEYS

## First Survey: Experimental and Comparison Group

IPT: 1 (very strongly disagree) to 5 (very strongly agree)

To what extent do you agree with the following statements:

Everyone is a certain kind of person and there is not much that can be done to really change that

The kind of person someone is, is something very basic about them and it can't be changed very much

People can do things differently, but the important parts of who they are can't really be changed

### Demographics

Please choose the option that best matches you:

White, Hispanic/Latin(x), Black, East Asian, Indian/South Asian, Native American, Arab/Middle Eastern, Pacific Islander, Multiracial, Other (fill in the blank)

Please indicate the highest level of education you've obtained:

Some high school, High school/GED, Some college, Bachelor's degree, Vocational Degree, Master's Degree, PhD/MD or other professional degree

Please choose the option that best describes you:



Heterosexual, Gay/Lesbian, Bisexual, Queer, Asexual, Pansexual, Other (fill in the blank) Forced  
Choice

Please tell us your current age in years:

Numerical input

What is your gender identity?

Male, Female, MtF, FtM, Genderqueer/Non-Binary, Decline to Answer, Other (fill in the blank)

MSS: 1 (strongly disagree) to 5 (strongly agree)

To what extent do you agree with the following statements:

Discrimination against women is no longer a problem in the United States

Women often miss out on good jobs due to sexual discrimination

It is rare to see women treated in a sexist manner on television

On average, people in our society treat husbands and wives equally

Society has reached the point where women and men have equal opportunities for achievement

It is easy to understand the anger of women's groups in America

It is easy to understand why women's groups are still concerned about societal limitations of  
women's opportunities

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences

CoBRAS: 1 (strongly disagree) to 6 (strongly agree)

To what extent do you agree with the following statements:

Race is very important in determining who is successful and who is not

Race plays an important role in who gets sent to prison

Race plays a major role in the type of social services (such as health care) that people receive in the U.S.

Racial and ethnic minorities do not have the same opportunities as white people in the U.S.

Everyone who works hard, no matter what race they are, has an equal chance to become rich

White people are more to blame for racial discrimination than racial and ethnic minorities

Social policies, such as affirmative action, discriminate unfairly against white people

White people in the U.S. are discriminated against because of the color of their skin

English should be the only official language in the U.S.

Due to racial discrimination, programs such as affirmative action are necessary to help create equality

Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin

It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American

Immigrants should try to fit into the culture and values of the U.S.

Racial problems in the U.S. are rare, isolated situations

Talking about racial issues causes unnecessary tension

Racism is a major problem in the U.S.

It is important for public schools to teach about the history and contributions of racial and ethnic minorities

It is important for political leaders to talk about racism to help work through or solve society's problems

Racism may have been a problem in the past, it is not an important problem today

Social Norms: 1 (definitely does) to 7 (definitely does not)

Think about how things are today in your department. Do the following prompts represent your department today?

Your department treats people with respect and dignity

Your department includes members of a wide variety of demographic groups in work group discussions and activities

Your department seeks to understand and work with members of other cultures

Your department deals directly with those who engage in biased behavior at work

## Second Survey: Comparison Group

MSS: 1 (strongly disagree) to 5 (strongly agree)

To what extent do you agree with the following statements:

Discrimination against women is no longer a problem in the United States

Women often miss out on good jobs due to sexual discrimination

It is rare to see women treated in a sexist manner on television

On average, people in our society treat husbands and wives equally

Society has reached the point where women and men have equal opportunities for achievement

It is easy to understand the anger of women's groups in America

It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences

CoBRAS: 1 (strongly disagree) to 6 (strongly agree)

To what extent do you agree with the following statements:

Race is very important in determining who is successful and who is not

Race plays an important role in who gets sent to prison

Race plays a major role in the type of social services (such as health care) that people receive in the U.S.

Racial and ethnic minorities do not have the same opportunities as white people in the U.S.

Everyone who works hard, no matter what race they are, has an equal chance to become rich

White people are more to blame for racial discrimination than racial and ethnic minorities

Social policies, such as affirmative action, discriminate unfairly against white people

White people in the U.S. are discriminated against because of the color of their skin

English should be the only official language in the U.S.

Due to racial discrimination, programs such as affirmative action are necessary to help create equality

Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin

It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American

Immigrants should try to fit into the culture and values of the U.S.

Racial problems in the U.S. are rare, isolated situations

Talking about racial issues causes unnecessary tension

Racism is a major problem in the U.S.

It is important for public schools to teach about the history and contributions of racial and ethnic minorities

It is important for political leaders to talk about racism to help work through or solve society's problems

Racism may have been a problem in the past, it is not an important problem today

Social Norms: 1 (definitely does) to 7 (definitely does not)

Think about how things are today in your department. Do the following prompts represent your department over the last two weeks?

Your department treats people with respect and dignity

Your department includes members of a wide variety of demographic groups in work group discussions and activities

Your department seeks to understand and work with members of other cultures

Your department deals directly with those who engage in biased behavior at work

TRA: 1 (extremely unlikely) to 7 (extremely likely)

How likely is it that you will engage in the following behaviors?

Point out if others use language that may be offensive to members of certain demographic groups

Confront those who tell jokes that are offensive to members of other demographic groups

Question comments that appear to promote prejudice or stereotypes

Coach others to confront stereotypes or biases if they are affecting working relationships

Ask questions rather than make assumptions about people's intentions

Give co-workers an opportunity to explain before judging

Talk directly to co-workers when there is a problem, rather than complaining to others

Give corrective feedback to coworkers in private

Ask questions about the preferred terminology in referring to diverse groups

Discuss the demographics of your work group, task forces or project teams

Ask diverse co-workers to identify aspects of your behavior that hinder the development of work relationships

Openly discuss issues of race, gender or other diversity concerns

Seek opportunities to work with members of diverse demographic groups

Ask members of diverse demographic groups for their views and ideas

Look for instances where members of other demographic groups are overlooked and take action to get them involved



## **Second Survey: Experimental Group**

MSS: 1 (strongly disagree) to 5 (strongly agree)

To what extent do you agree with the following statements:

Discrimination against women is no longer a problem in the United States

Women often miss out on good jobs due to sexual discrimination

It is rare to see women treated in a sexist manner on television

On average, people in our society treat husbands and wives equally

Society has reached the point where women and men have equal opportunities for achievement

It is easy to understand the anger of women's groups in America

It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences

CoBRAS: 1 (strongly disagree) to 6 (strongly agree)

To what extent do you agree with the following statements:

Race is very important in determining who is successful and who is not

Race plays an important role in who gets sent to prison

Race plays a major role in the type of social services (such as health care) that people receive in the U.S.

Racial and ethnic minorities do not have the same opportunities as white people in the U.S.

Everyone who works hard, no matter what race they are, has an equal chance to become rich

White people are more to blame for racial discrimination than racial and ethnic minorities

Social policies, such as affirmative action, discriminate unfairly against white people

White people in the U.S. are discriminated against because of the color of their skin

English should be the only official language in the U.S.

Due to racial discrimination, programs such as affirmative action are necessary to help create equality

Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin

It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American

Immigrants should try to fit into the culture and values of the U.S.

Racial problems in the U.S. are rare, isolated situations

Talking about racial issues causes unnecessary tension

Racism is a major problem in the U.S.

It is important for public schools to teach about the history and contributions of racial and ethnic minorities

It is important for political leaders to talk about racism to help work through or solve society's problems

Racism may have been a problem in the past, it is not an important problem today

Social Norms: 1 (definitely does) to 7 (definitely does not)

Think about how things have been in your department. Do the following prompts represent your department over the last two weeks?

Your department treats people with respect and dignity

Your department includes members of a wide variety of demographic groups in work group discussions and activities

Your department seeks to understand and work with members of other cultures

Your department deals directly with those who engage in biased behavior at work

TRA: 1 (extremely unlikely) to 7 (extremely likely)

How likely is it that you will engage in the following behaviors?

Point out if others use language that may be offensive to members of certain demographic groups

Confront those who tell jokes that are offensive to members of other demographic groups

Question comments that appear to promote prejudice or stereotypes

Coach others to confront stereotypes or biases if they are affecting working relationships

Ask questions rather than make assumptions about people's intentions

Give co-workers an opportunity to explain before judging

Talk directly to co-workers when there is a problem, rather than complaining to others

Give corrective feedback to coworkers in private

Ask questions about the preferred terminology in referring to diverse groups

Discuss the demographics of your work group, task forces or project teams

Ask diverse co-workers to identify aspects of your behavior that hinder the development of work relationships

Openly discuss issues of race, gender or other diversity concerns

Seek opportunities to work with members of diverse demographic groups

Ask members of diverse demographic groups for their views and ideas

Look for instances where members of other demographic groups are overlooked and take action to get them involved

Training Reactions: 1 (not at all) to 7 (very much)

Please rate the extent to which you agree with each of the following statements about this training:

The instructors were knowledgeable

The instructors were professional

The instructors communicated clearly

The training felt rushed

The training was confusing

I would recommend this training to others

I will use what I learned today in my job

The training was boring/too slow

The training exceeded my expectations

I enjoyed the training

It was easy to pay attention to the training

The training was organized

### **Third Survey: Comparison Group**

MSS: 1 (strongly disagree) to 5 (strongly agree)

To what extent do you agree with the following statements:

Discrimination against women is no longer a problem in the United States

Women often miss out on good jobs due to sexual discrimination

It is rare to see women treated in a sexist manner on television

On average, people in our society treat husbands and wives equally

Society has reached the point where women and men have equal opportunities for achievement

It is easy to understand the anger of women's groups in America

It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences

CoBRAS: 1 (strongly disagree) to 6 (strongly agree)

To what extent do you agree with the following statements:

Race is very important in determining who is successful and who is not

Race plays an important role in who gets sent to prison

Race plays a major role in the type of social services (such as health care) that people receive in the U.S.

Racial and ethnic minorities do not have the same opportunities as white people in the U.S.

Everyone who works hard, no matter what race they are, has an equal chance to become rich

White people are more to blame for racial discrimination than racial and ethnic minorities

Social policies, such as affirmative action, discriminate unfairly against white people

White people in the U.S. are discriminated against because of the color of their skin

English should be the only official language in the U.S.

Due to racial discrimination, programs such as affirmative action are necessary to help create equality

Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin

It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American

Immigrants should try to fit into the culture and values of the U.S.

Racial problems in the U.S. are rare, isolated situations

Talking about racial issues causes unnecessary tension

Racism is a major problem in the U.S.

It is important for public schools to teach about the history and contributions of racial and ethnic minorities

It is important for political leaders to talk about racism to help work through or solve society's problems

Racism may have been a problem in the past, it is not an important problem today

Social Norms: 1 (definitely does) to 7 (definitely does not)

Think about how things have been in your department. Do the following prompts represent your department over the last two weeks?

Your department treats people with respect and dignity

Your department includes members of a wide variety of demographic groups in work group discussions and activities

Your department seeks to understand and work with members of other cultures

Your department deals directly with those who engage in biased behavior at work

TRA: 1 (extremely unlikely) to 7 (extremely likely)

How likely is it that you will engage in the following behaviors?



Point out if others use language that may be offensive to members of certain demographic groups

Confront those who tell jokes that are offensive to members of other demographic groups

Question comments that appear to promote prejudice or stereotypes

Coach others to confront stereotypes or biases if they are affecting working relationships

Ask questions rather than make assumptions about people's intentions

Give co-workers an opportunity to explain before judging

Talk directly to co-workers when there is a problem, rather than complaining to others

Give corrective feedback to coworkers in private

Ask questions about the preferred terminology in referring to diverse groups

Discuss the demographics of your work group, task forces or project teams

Ask diverse co-workers to identify aspects of your behavior that hinder the development of work relationships

Openly discuss issues of race, gender or other diversity concerns

Seek opportunities to work with members of diverse demographic groups

Ask members of diverse demographic groups for their views and ideas

Look for instances where members of other demographic groups are overlooked and take action to get them involved

### **Third Survey: Experimental Group**

MSS: 1 (strongly disagree) to 5 (strongly agree)

To what extent do you agree with the following statements:

Discrimination against women is no longer a problem in the United States

Women often miss out on good jobs due to sexual discrimination

It is rare to see women treated in a sexist manner on television

On average, people in our society treat husbands and wives equally

Society has reached the point where women and men have equal opportunities for achievement

It is easy to understand the anger of women's groups in America

It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences

CoBRAS: 1 (strongly disagree) to 6 (strongly agree)

To what extent do you agree with the following statements:

Race is very important in determining who is successful and who is not

Race plays an important role in who gets sent to prison

Race plays a major role in the type of social services (such as health care) that people receive in the U.S.

Racial and ethnic minorities do not have the same opportunities as white people in the U.S.

Everyone who works hard, no matter what race they are, has an equal chance to become rich

White people are more to blame for racial discrimination than racial and ethnic minorities

Social policies, such as affirmative action, discriminate unfairly against white people

White people in the U.S. are discriminated against because of the color of their skin

English should be the only official language in the U.S.

Due to racial discrimination, programs such as affirmative action are necessary to help create equality

Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin

It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American

Immigrants should try to fit into the culture and values of the U.S.

Racial problems in the U.S. are rare, isolated situations

Talking about racial issues causes unnecessary tension

Racism is a major problem in the U.S.

It is important for public schools to teach about the history and contributions of racial and ethnic minorities

It is important for political leaders to talk about racism to help work through or solve society's problems

Racism may have been a problem in the past, it is not an important problem today

Social Norms: 1 (definitely does) to 7 (definitely does not)

Think about how things have been in your department. Do the following prompts represent your department over the last two weeks?

Your department treats people with respect and dignity

Your department includes members of a wide variety of demographic groups in work group discussions and activities

Your department seeks to understand and work with members of other cultures

Your department deals directly with those who engage in biased behavior at work

TRA: 1 (extremely unlikely) to 7 (extremely likely)

How likely is it that you will engage in the following behaviors?

Point out if others use language that may be offensive to members of certain demographic groups

Confront those who tell jokes that are offensive to members of other demographic groups

Question comments that appear to promote prejudice or stereotypes

Coach others to confront stereotypes or biases if they are affecting working relationships

Ask questions rather than make assumptions about people's intentions

Give co-workers an opportunity to explain before judging

Talk directly to co-workers when there is a problem, rather than complaining to others

Give corrective feedback to coworkers in private

Ask questions about the preferred terminology in referring to diverse groups

Discuss the demographics of your work group, task forces or project teams

Ask diverse co-workers to identify aspects of your behavior that hinder the development of work relationships

Openly discuss issues of race, gender or other diversity concerns

Seek opportunities to work with members of diverse demographic groups

Ask members of diverse demographic groups for their views and ideas

Look for instances where members of other demographic groups are overlooked and take action to get them involved

Training Reactions: 1 (not at all) to 7 (very much)

Please rate the extent to which you agree with each of the following statements about this training:

The instructors were knowledgeable

The instructors were professional

The instructors communicated clearly

The training felt rushed

The training was confusing

I would recommend this training to others

I will use what I learned today in my job

The training was boring/too slow

The training exceeded my expectations

I enjoyed the training

It was easy to pay attention to the training

The training was organized

## VITA

Chelsea E. Wymer was born and raised in North Texas. Prior to matriculating into the I-O Psychology master's program at the University of Tennessee at Chattanooga (UTC), she began her academic career at the University of Texas, Permian Basin then earned a Bachelor of Science in Psychology with Latin honors from UTC in 2018.

While an undergrad at UTC, Chelsea was a member in the Sexism, Workplace, and Gender research lab and co-presented research at the 2018 American Psychological Association Conference. Representations of Chelsea's master's thesis has been presented at the ReSEARCH Dialogues conference at UTC, the 2020 Society for Personality and Social Psychology Convention, and the River Cities Industrial-Organizational Psychology Conference where it won Best Student Poster.

During her graduate degree, she worked at UTC in the Office of Research and Sponsored Programs and at Unum as a People Analytics intern. Chelsea graduated in May 2020 with a Master of Science degree in Industrial-Organizational Psychology.