

Metrics and Measurement of Training/Teaching Success

Skills, Competencies, & Behavior

Presenters:

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Agenda

- Purpose of Measurement
- What are Diversity Metrics?
- Metrics in Research
- Critical Factors for Measurement
- Metrics in Practice
- Addressing Challenges
- Wrap-Up

Purpose of Measuring Diversity Training/Teaching Effectiveness

- To gain stakeholder support
- To measure diversity ROI
- To determine individual behavioral change
- To determine organizational impact
- To improve processes and outcomes

Definitions

- Skills: Ability to produce solutions or perform activity in particular domain
- Competency: Possessing requisite mastery of domain
 - Diversity Management Competency (Avery & Thomas, 2004)
 - “level of awareness and knowledge of how culture and other aspects of one’s group identity are crucial to an informed professional understanding of human behavior in and outside of work and the interpersonal skills necessary to effectively work with and manage demographically diverse individuals, groups, and organizations”
- Behavior: Observable action

Metrics in Research

- Conceptual Perspective
 - Kirkpatrick's Typology (1976; 1987)
 - Trainee Reactions, Learning, **Behavior**, Organizational Results
 - Kraiger, Ford, & Salas model (1993)
 - Learning Outcomes: Cognitive, **Skill-Based**, Affective

Metrics in Research (cont.)

- Empirical Perspective: Extant Measures
 - Perceptions of training success (Rynes & Rosen, 1995)
 - Attitudes toward, perceptions of, and knowledge about diversity (e.g., Chrobot-Mason, 2004; Combs & Luthans, 2007)
 - Representation of women and minorities (Kalev et al., 2006)
 - Promotions, discharge, quits (Naff & Kellough, 2003)
 - Organizational performance (Ely, 2004)
 - **Self-reported behaviors** (Armour et al., 2004; De Meuse et al., 2007)
 - **Other-reported behaviors** (Sanchez & Medkik, 2004)
 - **Actual behaviors** (Holladay, 2004)

Sample Metrics

■ *Self-Reported Behaviors*

- Armour et al. (2004): How often do you address with students differences between you? Between them and their clients?
- De Meuse et al. (2007): I participate in organizational diversity efforts. I resist organizational diversity efforts.
- Hanover & Cellar (1998): Encourage and participate in open discussion... Openly and forcefully discourage comments or jokes that perpetuate stereotypes...
- Linnehan et al. (2006): Point out if others use language that may be offensive... Question comments that appear to promote prejudice... Seek opportunities to work with members of diverse groups (14 items, 4 dimensions)
- Roberson et al. (2001): Coded descriptions of how participants would apply learning (behavioral intentions)
- Roberson et al. (2003): Situational judgments

Sample Metrics

■ *Other-Reported Behaviors*

- Roberson et al. (2001): Situational Interview
- Sanchez & Medkik (2004): (10-item scale, 1 = to no extent, 5 = to a great extent)
 - ...make jokes or negative commentaries about people of other ethnic backgrounds...
 - ...has stereotypes of people of other cultures...
 - ...actively tries to stop others from advancing because of their ethnic origin...
 - ...excludes others from activities because of their ethnic background...
 - ...looks down upon others when they behave according to their culture...

Sample Metrics

- *Actual Behaviors*
 - Holladay (2004): Job applicant decision-making task

Metrics in Research (cont.)

- Empirical Perspective: Extant Data
 - Recent review of 32 field studies on DT (Bezrukova, Joshi, & Jehn, 2008) concluded that:
 - Participants have positive responses to DT in the short-term
 - There is a somewhat negative trend over time
 - No effects of DT on behavioral measures or objective outcomes

Diversity Metrics in Practice

- Preliminary needs assessment
- Pre-training self-assessment
- Post-training assessment & evaluation
- Follow-up evaluation of practice and application
- Performance measurement

What are the critical factors to measure?

- Individual Competencies
 - Knowledge
 - Awareness
 - Skills
 - Action

Critical Factors

- Organizational Competencies
 - Diverse workforce at all levels and all departments
 - Inclusive environment for all employees
 - Leadership support
 - Strong communication (internal and external)
 - Culturally relevant and competent services/products

Measuring Skills & Competencies

- Interactive exercise
 - What are the skills and competencies that you want people to have related to diversity (in teaching and in training)?
 - What are the behaviors that might reflect these skills/competencies (in teaching and in training)?

Audience-Generated Responses: Competencies--> Behaviors

- Empathy
 - Recognizing/being sensitive to others' situations
 - Assume role of other person during discussions
 - Speaking up when someone says something offensive about another group
 - Effective paraphrasing
 - Fair treatment in decisions
 - Asking questions

Audience-Generated Responses: Competencies--> Behaviors

- Communication
 - Employees can discuss all matters comfortably
 - Initiate and facilitate difficult dialogues
 - Establish safe/confidential environment
 - Active listening
 - Heightened perceptions of voice

Audience-Generated Responses: Competencies--> Behaviors

- Leadership Skills
 - Form diverse teams
 - Maximize performance from team members
 - Group turnover/cohesion
 - Set long term vision
 - Initiate change to move towards the vision

Audience-Generated Responses: Competencies--> Behaviors

- Suspending judgment
 - Effective listening skills
 - Judging work performance fairly
 - Engage in discussion (rather than feuling arguments)
 - Focusing on objective “facts” and directly observable events

Audience-Generated Responses: Competencies--> Behaviors

- Ability to identify exclusive behavior
 - Speaking up when someone makes an offensive comments
 - Including a diverse group of people on committees/teams/etc.
 - Identifying workplace mistreatment
 - Introducing new employees as a member of the team
 - Decreased social isolation
 - Including appropriate associates in business discussions based upon their knowledge and skill set versus social group

Audience-Generated Responses: Competencies--> Behaviors

- Initiative/Courage
 - Advocacy of identity group issues
 - Speaking up when an inequity exists
 - Supporting others who speak up/take action
 - Ability to step forward and challenge inequities
 - Propose and implement change
 - Ability to intervene when someone uses exclusive language

Audience-Generated Responses: Competencies--> Behaviors

- Comfort with Identity
 - Willingness to accept criticism or others' assessments
 - Willingness to openly answer questions about your culture
 - Eliminating offensive language regarding identity
 - Initiates conversations with different social identities openly
 - Being comfortable with (and respectful about) asking questions about others' cultures

Audience-Generated Responses: Competencies--> Behaviors

- (Cultural) Conflict Resolution
 - Voicing conflict productively
 - Decrease/eliminate retribution
 - Sincere ownership of mistakes/apologies
 - Unbiased decisions on what works
 - Willingness to learn more about situations/others

		Behavior 1	Behavior 2	Behavior 3	Behavior 4	Behavior 5	...
Skill 1		Measure?					
Skill 2			Measure?				
Skill 3				Measure?			
Skill 4					Measure?		
Skill 5						Measure?	
...							

Addressing Challenges to Successful Measurement

- What are the challenges to successful measurement?
- How do we effectively overcome such challenges?

Wrap-Up

- Take a few moments to describe the ways in which you might apply our discussion to the work that you do.

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