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# A Study of the Perceptions of Diversity and Inclusion Initiatives in Producing Improved Productive Work Cultures

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A Study of the Perceptions of Diversity and Inclusion Initiatives in Producing Improved  
Productive Work Cultures

By  
Robert T. Crouch

A Dissertation Submitted to the  
Gardner-Webb University School of Education  
In Partial Fulfillment of the Requirements  
For the Degree of Doctor of Education

Gardner-Webb University  
2015

## Approval Page

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## **Abstract**

A Study of the Perceptions of Diversity and Inclusion Initiatives in Producing Improved Productive Work Cultures. Crouch, Robert T., 2015: Dissertation, Gardner-Webb University, Diversity/Inclusion/Work Culture/Effective Work Teams

Organizations today view diversity in the workforce as extending beyond antidiscrimination laws. Diversity in the workplace is viewed as a means for organizations to maintain a competitive edge in the global job market by focusing on inclusion and performance. Organizations have begun to recognize that diversity results in economic benefits when initiatives are aligned with their strategic plans, goals, and core values (U.S. Department of Commerce, 1999).

The purpose of this study was to determine the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship exists between perceptions of departmental personnel and their department's work culture scores.

Findings of the study included the following. Departmental personnel perceived the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture) as impactful (useful) in improving and sustaining productive work cultures. Qualitative themes resulting from focus groups supported this research question. The only department where there was no significant difference between the managers' and staff members' ratings of section 2 of the Diversity and Inclusion Perceptions Survey was Department A.

Departments B through E indicated there was a significant difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey. Departmental personnel identified diversity and inclusion initiatives, Workshops and Learning Modules and Team Coaching, as being more impactful (useful) to their work cultures with no significant difference in manager and staff rankings. Lastly, there was a significant relationship between departmental personnel ratings of their perceptions of diversity and inclusion initiatives and work culture Tier scores.

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## **Chapter 1: Introduction**

### **Statement of the Problem**

Diversity, inclusion, leadership, high-performing teams, and productive work culture are terms that have a common association. They are all terms that are found in current literature that relates to organizations that are striving to become successful and competitive in the 21st century global market.

As organizations work to offer high-quality services to customers, remain globally competitive, and produce superior products, more focus is on ensuring that diverse and inclusive work cultures exist within their organizations. As advances in technology and the global economy have become more prominent, organizations have found it necessary to invest in ways to better serve their customers such as strategies to recruit and retain the best and most qualified employees and managers who are highly skilled to embrace change and are able to draw on the diverse skills of employees, all of which involves examining the current state of their organizational culture and making necessary changes (U.S. Department of Commerce, 1999).

Changing the culture of an organization in order for it to become more diverse and inclusive is not easy. It is important for organizations to (1) gain an understanding of currently occurring behaviors and experiences that are preventing the organizations from reaching targeted goals and (2) ensure that all employees are engaged in diversity initiatives that are promoted by the organization (Konrad, Prasad, & Pringle, 2006).

According to Heitner, Kahn, and Sherman (2013), organizations that have a priority of creating and sustaining diverse and inclusive environments and those that link their diversity efforts to the strategic plan of the organization are most successful.

Menendez (2010) stated in his Corporate Diversity Report that 81.9% of Fortune 500

companies have formal written diversity strategic and implementation plans and thus have experienced improvements in talent retention, quality, creativity, productivity, job satisfaction, customer service, and work culture.

This study was carried out in a hospital health system located in the southeastern part of the United States. One of the goals of the hospital health system is for individual departments and areas to work continuously to improve their work culture consistent with the organization's core values. The hospital health system uses an annual work culture survey to measure the progress made by departments and areas since the previous year to ensure that continued efforts are on track.

The work culture survey is designed to measure item performance within three domains which ultimately combine the survey results for all three domains to determine a Tier Level (1, 2, or 3) for the department. Tier 1 is the desired Tier for all departments to reach. A problem exists for many departments that find themselves in the lower Tiers. Lower scores reflected in Tiers 2 and 3 indicate that the work culture is not at the desired organizational level. When departments are in the lower-valued Tiers, it suggests that they are experiencing problems in implementing effective initiatives that impact diversity, inclusion, effective leadership, high-performing teams, and ultimately a productive work culture.

This study focused on the impact of diversity initiatives on several departments/ areas within the specified hospital health system that have experienced improvement in their work culture scores during a 1- to 2-year period (between 2011-2015). The diversity initiatives in this study were defined as mentoring, coaching, workshops, and the use of web-based information that these departments have utilized during that period. The study sought to assess staff member perceptions of the impact of these diversity

initiatives as factors in improving their work culture.

### **Studies Addressing the Problem**

Research related to the issue of perceptions of diversity initiatives as factors for improving productive work cultures was conducted in the areas of (1) diverse and inclusive work cultures, (2) characteristics of highly effective teams, (3) workplace diversity initiatives, and (4) measures for assessing work cultures.

A small group of studies related to diverse and inclusive work cultures revealed that organizations that are working productively and utilizing diverse staff members benefit by increasing their standing in the community as well as globally. They become attractive places to work, thus increasing their abilities to recruit and retain a diverse staff and usually have a positive reputation for providing a diverse and inclusive working atmosphere. Such a reputation enhances the company's ability to become more competitive in global and emerging markets. In organizations that are inclusive in nature, there are atmospheres of fairness, respect, equality, dignity, and autonomy. These principles are promoted daily and are a natural part of how the organization does business ("An Employer's Guide to Creating an Inclusive Workplace," 2010; Mayhew, n.d.).

Findings related to research in the area of workplace diversity initiatives can be summarized by first stating that diversity should be defined broadly and should include a range of initiatives that meet the needs of the specific organization. It is important for leaders to take the challenge of embracing and ensuring employees are engaging in initiatives aligned with the organization's strategic plan and core values. Leaders must also ensure they are capitalizing on unique qualities, knowledge, skills, and expertise of their employees as a means to increase productivity within teams and their organizations. Incorporating diversity policies within every aspect of the workplace; providing

opportunities for employees to engage in diversity workshops, trainings, and other activities; and knowing how to support employees in learning how to interact and work with diverse coworkers in work teams are all essential responsibilities of managers and leaders within organizations that are focused on diverse, inclusive, and productive work cultures (Heitner et al., 2013; U.S. Department of Commerce, 1999).

Studies related to characteristics of highly effective work teams reveal that there is a difference between a team and a high-performing team. A team is a collection of people who are committed to a common purpose, have complementary skills, and have performance goals for which they hold themselves mutually accountable. High-performing teams are extraordinary teams that perform extremely well and produce results well beyond expectations and the performance of other teams. High-performing teams are needed in organizations because they are the building blocks which lead to organizational success.

However, it is difficult to transform a marginal team into a high-performing team because of the many obstacles and barriers that have to be overcome. Common barriers that teams face include lack of a clear purpose, poor engagement and commitment to team performance, critical skill gaps and competencies, clashes due to style differences, lack of role clarity, current work structures focused on individual performance, lack of an agreed-upon approach for working together, and lack of clear accountability for outcomes (Castka, Bamber, Sharp, & Belohoubek, 2001; Harkins, 2006; Katzenbach & Smith, 2003). As organizations work to overcome these barriers to create work cultures which are high-performing, diverse, and inclusive, they must have a means for assessing the culture in order to continue to sustain and improve efforts.

Research related to assessing work cultures within organizations usually measures

perceptions with assessments focused on two areas: (1) the overall culture of an organization which encompasses multiple factors or (2) specific areas of the work culture such as the impact of diversity initiatives. Organizational culture is defined as

an organization's expectations, experiences, philosophy and values that hold it together and is expressed in its self-image, inner workings, interactions with the outside world and future expectations. It is based on shared attitudes, beliefs, customs and written and unwritten rules that have been developed over time and are considered valid. (Heathfield, n.d., p. 1)

Organizational culture is difficult to change because of its uniqueness to every organization. Diversity initiatives are one set of strategies that are included in the work culture that help to create the overall culture of an organization.

Measures for assessing the overall culture of an organization or for measuring specific areas such as diversity initiatives are difficult because of the lack of defined metrics that are common to all organizations. Therefore, there are a variety of measures utilized in organizations based on their missions, goals, and objectives (Gagnon, Paquet, Courcy, & Parker, 2009; U.S. Department of Commerce, 1999; Zhou & Park, 2013).

### **Significance of Study**

Much of the existing literature related to diversity and inclusion addresses areas that include specific demographics such as race/ethnicity, gender, age, religion, and level of education. Few studies have focused on staff member perceptions of diversity and inclusion initiatives as factors for improving the work culture in business organizations. Therefore, this study will fill a void in understanding diversity and inclusion initiatives as strategies for improving the culture of organizations and will also be beneficial for management and staff in various organizations. Ultimately, it will help organizations to

grow in terms of utilizing diversity and inclusion initiatives as they develop effective strategies to employ in creating high-performing work teams that positively impact productivity and performance.

### **Purpose of Study**

The purpose of this study was to determine the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship existed between perceptions of departmental personnel and their departments' work culture scores.

### **Theoretical Framework**

This study incorporates three theories which include the Lewin-Schein Model of Change Theory (Lewin, 1951; Schein, 1992); the Fredrick Herzberg's Two-Factor Theory (Zaballero & Kim, 2014); and the Agency Theory (Eisenhardt, 1989).

#### **Lewin-Schein Model of Change Theory**

The Change Theory is comprised of three stages which include an unfreezing, change/moving, refreezing model developed by Lewin (1951). Lewin's model provided a comprehensive framework for change. However, Shein (1992) further developed the model by introducing the concept of cognitive redefinition, which added to the theory. The combination of Lewin and Shein's work provided a comprehensive model for organizational change and provided one of the most progressive ways of assessing and interpreting diversity initiatives in organizations today.

**Unfreezing.** This stage is characterized by the concept of human behavior and change, which emphasizes that attitudes and behaviors can be changed if there are clear motivators. Unfreezing requires the employees' ability to identify the need to move away

from the norm, “the way we have always done things,” to considering new processes and ways of doing things. However, leaders play an essential role in this change process. They must possess the ability to make a case for the need for change with employees.

Often, as organizations move from closed systems to more open systems, leaders must examine their leadership styles to ensure they are utilizing skills employees will consider to be respectful, inclusive, and collaborative. As leaders move their organizations from closed to open systems, the strategies and actions they utilize during the process are reflective of Lewin’s (1951) unfreezing stage of organizational change. A combination of transformational, distributive, and facilitative leadership skills that focus on inclusiveness, open communication, and collaboration will be needed (Burns, 1978; Jones, Harvey, Lefoe, & Ryland, 2013; Kouzes & Posner, 2012).

During the unfreezing stage, leaders should work to maximize productivity and outcomes of their organizations through focus on strategic plans that include incorporating diversity initiatives. Capitalizing on the diverse skills of all employees is essential in maximizing efforts within organizations. Open communication, engaging in collaborative discussion with employees, receptiveness to new ideas, and involving employees at every stage of the change process help to motivate people to think differently and move away from the status quo.

**Changing.** In this stage, leaders have utilized appropriate skills to lay a foundation for change. Employees who are unfrozen have accepted the need for change and are ready to be moved. Shein (1992) asserted that during the initial phase of change, people tend to be most fearful and struggle, which is characterized by the term “transitioning.” Providing support through education, communication, and collaborative decision making are critical for employees as they become comfortable with change.



During the change stage, employees are ready to engage in new ways of doing things, such as focusing on diversity and inclusion initiatives. Leaders who are focused on ensuring that diversity initiatives are essential parts of the organization's culture should use collaborative skills to involve employees in developing clear diversity plans aligned with the organization's strategic plan and core values. Employee involvement in planning helps renew the need for change and the long-term benefits.

**Refreezing.** According to Lewin (1951) and Shein (1992), refreezing means the organization has moved through the unfreezing and changing processes effectively. Employees have accepted the change and are comfortable with new processes and strategies. The new ways of doing business have become a natural part of the organization's culture. During this stage, efforts must be made to ensure change is not lost. Organizations can develop metrics to measure the effectiveness of diversity initiatives in order to renew and make modifications in their plans. Additionally, rewards and acknowledgements of individual efforts often reinforce the new change (Hubbard, 2004). Lewin (1951) and Shein (1992) reminded leaders that the Model of Change is cyclical and may need to be repeated periodically based on the organization's culture and assessment results.

### **Fredrick Herzberg Two-Factor Theory**

The Fredrick Herzberg Two-Factor Theory identifies two elements that function independently of each other, job satisfaction and job dissatisfaction. There are two prongs to this theory which are motivators and hygiene factors. Motivators develop from positive intrinsic conditions within the job such as challenging work, achievement, recognition, and personal growth (Herzberg, 1968). These are factors that often contribute to increased staff productivity.

Hygiene, on the other hand, deals with extrinsic factors that result from organizational policies, supervisory practices, and salaries. Hygiene factors do not add to positive employee satisfaction. However, their absence will result in dissatisfaction when employee job status, job security, salary, working conditions, and fringe benefits are in jeopardy, thus affecting the work culture in organizations. As organizations strive to become more productive with high-performing work teams, motivators and hygiene factors are necessary (Herzberg, 1968).

### **Agency Theory**

Agency theory is used to distinguish between the interest of workers and management. In high-performing organizations, management has to support, model, and provide opportunities for staff and themselves to participate in diversity initiatives. It is the responsibility of staff members to engage in efforts that are aligned with the organization's strategic plan and core values. Agency theory is used to address conflict of interest between the management (the principal) and the staff (agent) when there are differences regarding policies, attitudes, and risk taking. In order for organizations to remain competitive, work teams must remain innovative and take risks as they utilize the diverse talents and skills of the workforce (Eisenhardt, 1989).

The basis for this study is related to how organizations in the 21st century can affect change through continuous improvement efforts. Continuous improvement within organizations is predicated upon several factors which include (1) the organization's ability to recognize the need for change; (2) the organization's ability to identify and implement the needed change; (3) the organization's ability to sustain the change through acceptance and becoming comfortable with the new processes and strategies; and (4) leadership, management, and staff working together collaboratively in a diverse and

inclusive environment.

All of these factors are supported in the three theories purported by the Lewin-Schein Model of Change Theory (Lewin, 1951; Schein, 1992); the Fredrick Herzberg's Two-Factor Theory (Zaballero & Kim, 2014); and the Agency Theory (Eisenhardt, 1989). These three theories relate to change, collaborative inclusive work cultures, and managing conflict within organizations. The three research questions developed for this study were based on the concepts of these theories and related literature. The results of this study will be useful as organizations continue to seek ways in which they can improve their performance and productivity.

### **Research Questions**

The three research questions for this investigation were

1. What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures?
  - 1a. What are the differences between managers' and staff members' ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?
2. What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences, if any, are identified by managers and staff?
3. What is the relationship between departmental personnel's ratings of their perceptions of diversity and inclusion initiatives and work culture scores?

## **Definition of Terms**

**Coaching.** The term coaching historically was used exclusively in sports. The influence of the term used in sports has evolved over time to other fields of study and is defined as unlocking the potential people have to maximize their own performance. It is helping them learn rather than teaching them. Coaching is usually utilized with more experienced employees of the organization such as executives, supervisors, and managers. As companies seek to grow and increase productivity and develop leaders who can affect change in all areas including diversity and inclusion, they tend to seek out coaching as a means to help leaders and managers grow (Whitmore, 2009, p. 9).

**Diversity.** Diversity is the collection of differences and similarities that individuals bring to the workplace and the world around them based on characteristics they were born with, experiences that have happened to them, or choices they have made. Diversity also includes dimensions such as gender, age, ethnicity, race, cultural/linguistic background, sexual orientation and/or gender identity, intellectual and/or physical ability, background, personality, marital status, religious beliefs, and family responsibilities (Van Wyden, n.d.).

**Diversity initiatives.** Diversity initiatives represent the organization's response to diversity. Diversity initiatives are usually strategies that address the internal and external needs of the organization and may be different in organizations contingent upon goals and objectives. Initiatives that achieve results are usually aligned with the organization's strategic plan (Dreachslin, 2007). For the purpose of this study, diversity initiatives are defined as mentoring, coaching, workshops, and web-based programs.

**Inclusion.** Inclusiveness is about creating a climate where diversity is valued. In an inclusive environment, each person is recognized, developed, and their talents are

routinely tapped in service of the institution's goals. In an inclusive organization, people perceive that they are valued *because of, not in spite of*, their differences ("An Employer's Guide to Creating an Inclusive Workplace," 2010).

**Leadership.** Leadership is a process of social influence which maximizes the efforts of others towards the achievement of a goal (Bennis, 2009).

**Mentoring.** Mentoring in formal organizations entails an arrangement usually by which an older, more experienced employee helps a less-experienced employee. The arrangement creates a relationship between the mentor, the more experienced employee, and the mentee (protégé), the less experienced employee. The mentor provides advice, support, and encouragement to the mentee. Mentoring also has been considered as a management process, style, and technique that entrenches the organization's culture and philosophy (Ayinde, 2011).

**Organizational culture.** Organizational culture consists of the values and behaviors that contribute to the unique social and psychological environment of an organization. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules developed over time and considered valid. Also called corporate culture, it is shown in (1) the ways the organization conducts its business and treats employees, customers, and the wider community; (2) the extent to which freedom is allowed in decision making, developing new ideas, and personal expression; (3) how power and information flow through its hierarchy; and (4) how committed employees are towards collective objectives (Heathfield, n.d., p. 1).

**Team coaching.** Team coaching emphasizes behaviors and communication patterns within the team. “The focus of team coaching is on interactions more than individual development, using ongoing work challenges as grist for the learning mill” (Field, 2007, p. 1).

**Workplace diversity.** Workplace diversity is defined as the set of individual, group, and cultural differences people bring to the organization (Konrad et al., 2006).

### **Organization of the Study**

Chapter 1 presented the introduction, statement of the problem, a brief description of studies addressing the problem, significance of the study, the purpose of the study, the theoretical framework, research questions, and definition of terms. Chapter 2 presents a comprehensive review of literature related to the variables of the study. The methodology and procedures used to gather and analyze data for the study are presented in Chapter 3. Chapter 4 provides results of data analysis and findings of the study. Chapter 5 provides a summary of the findings, conclusions, discussion, and recommendations for further study.

## **Chapter 2: Review of Related Literature**

### **Overview**

The purpose of this chapter is to review theoretical and empirical literature related to effective organizational work cultures. The chapter is divided into four sections. The first section presents literature related to diverse and inclusive work cultures. The second section presents literature related to characteristics of highly effective work teams. Sections three and four provide a review of literature on diversity initiatives and measures for assessing the work culture, respectively.

### **Diverse and Inclusive Work Cultures**

As organizations work on offering high-quality services to customers, remaining globally competitive, and producing superior products, more focus is on ensuring that diverse and inclusive work cultures exist within their organizations. Organizations with priorities to create and sustain diverse and inclusive work environments experience dramatic improvements in talent retention, quality, creativity, productivity, job satisfaction, and customer service (Jamison & Miller, 2005).

However, Jamison and Miller (2005) stated that attempts to change an organization's culture are not easy tasks; therefore, careful planning is necessary. As members of the organization plan and implement strategies to change the culture, it is important to have total support of the executive leadership, managers, supervisors, team leaders, and staff members.

In order to change organizations so they are more inclusive, it is important to gain an understanding of behaviors and experiences currently occurring that are preventing the organizations from reaching targeted goals. It is also important for organizations to understand that "any change effort that is not supported and modeled by the

organization's senior executives will quickly be recognized as nothing more than a 'flavor of the month' by the people of the organization" (Jamison & Miller, 2005, p. 2). Therefore, creating diverse and inclusive work cultures require all levels of employees to have a willingness to change behaviors and attitudes; acknowledge and support the organization's vision; and, most important, and have a clear understanding of what the terms diversity and inclusion mean in the workplace.

Van Wyden (n.d.) stated that diversity and inclusion are issues complimentary of each other in the workplace. They work together and should be addressed in the workplace as such. Defining workplace diversity is contingent upon societal changing times. In the 1960s and 1970s, diversity was focused more on affirmative action and equal opportunity in the workplace. The focus was more on differences in race, sex, and gender. As society has changed over time and the world has become more global, according to Van Wyden, diversity is defined in broader terms to include principles of equal opportunity which encompass differences such as gender, age, ethnicity, race, cultural linguistic background, sexual orientation, gender identity, and intellectual and/or physical ability. In addition, diversity refers to other ways people may be different such as life experiences, socioeconomic status, educational background, personality, marital status, religious beliefs, and family responsibilities.

Diversity in the workplace involves recognizing the value of each individual while capitalizing on the qualities, skills, and expertise that each individual brings to the job (Mayhew, n.d.). Organizations benefit from a diverse workforce as different employees utilized their background experiences and ideas to contribute to the team. Managers and other employees grow and learn to work with and appreciate the contributions of different ethnicities, gender orientations, and other diversity dimensions.



Organizations that are working productively and are utilizing diverse staff members benefit by increasing their standing in the community as well as globally. They become attractive places to work, thus increasing their abilities to recruit and retain diverse staff and usually have a positive reputation for providing a diverse and inclusive working atmosphere. Such a reputation enhances the company's ability to become more competitive in global and emerging markets (Mayhew, n.d.).

In organizations that are inclusive in nature, there are atmospheres of fairness, respect, equality, dignity, and autonomy. These principles promoted daily become a natural part of how the organization does business on a daily basis ("An Employer's Guide to Creating an Inclusive Workplace," 2010).

On the other hand, Pless and Maak (2004) stated that creating inclusive work cultures is not an easy task for organizations. They explained that there are inherent barriers organizations face when dealing with the principles of inclusion and suggest four essential transformational stages (phases) for building a culture of inclusion. These phases include (1) raising awareness, creating understanding, and encouraging reflection; (2) developing a vision of inclusion; (3) rethinking key management concepts and principles; and (4) adapting systems and processes.

### **Transformational Stages**

**Raising awareness, creating understanding, and encouraging reflection.** As organizations work to build inclusive cultures, alternative ways of viewing reality must be available to all stakeholders. As part of this reality, Pless and Maak (2004) stated that organizations should begin what they call ongoing discursive learning processes. These processes should be aimed at raising awareness among staff members that different people perceive reality differently based on such dimensions as their culture, gender,

background experiences, values, and underlying assumptions about things. Discursive learning processes help people to better understand why the beliefs and actions of others may be different from theirs. It is important for learning processes to emphasize that all voices, crafts, and skills are equal and valued within the organization. One of the most crucial parts of managing diversity is valuing and validating diverse moral claims. Valuing and validating diverse moral claims can only succeed if everyone is included in the organization's processes.

**Developing a vision of inclusion.** As part of building an inclusive culture, it is important for organizations to define clear visions that are in alignment with the larger organization's mission and core values. This vision should be the catalyst for change which provides a common mental model and a clear picture of the desired future goals of the organization.

Clear visions in inclusive organizations should incorporate several key factors such as creating work environments that are respectful and free from harassment regardless of sex, gender, race, class, lifestyle, status in organization, etc. Organizations should also include ways in which staff members feel valued by integrating different perspectives as decisions are made; providing equal opportunities for all staff members to be considered for promotions and recognitions; providing ways to show appreciation of contributions of individuals; and providing fair, equitable, and balanced workload distributions for all staff.

Promoting, creating, and sharing clear visions help build cultures that are inclusive only if a variety of perspectives from different stakeholders within the organization are included. Voice should not be suppressed during this process, with inclusiveness providing the opportunity for all relevant concerns to be addressed. This

process helps to address and reduce potential resistance later from stakeholders as well as builds commitment to the change process (Gouillart & Kelly, 1995; Kotter, 1996).

**Rethinking key management concepts and principles.** According to Dachler and Hosking (1995), in organizations committed to change and creating inclusive environments, the leader's role is fluid and serves as a relational and cultivator leader. The leader's voice is one among many. The leader's role becomes a relational interactive one that involves all members of the team in creating processes of initiating, defining, and realizing organizational projects.

Pless and Maak (2004) stated that within inclusive organizations, the leader serves as a mentor, coach, moderator, facilitator, and cultivator for the team/department. The leader supports staff in their growth and development by giving advice and providing opportunities while serving in the role of mentor and coach. As cultivator, the leader acts as the moderator and facilitator as he/she works on the organizational climate so that it reflects recognizing and including a diversity of opinions, fostering dialogue among diverse groups, and promoting creativity among staff; thus helping the organization to grow and become more productive.

**Adapting systems and processes.** Cox (2001) stated that after organizations have developed levels of understanding, models of awareness, and clear visions that define goals and objectives, they are ready to actually change the behavior of the organizational culture. However, to effect this change, stakeholders within the organization must have certain qualities and traits, called competencies of inclusion, that help them to effectively deal with challenges and situations that may arise as they work in the diverse environment to achieve the goals and objectives of the organization.

Competencies of inclusion include the ability to (1) show respect and recognition

for others, (2) show appreciation for different voices, (3) encourage open and frank communication, (4) cultivate participative decision-making and problem-solving processes, (5) show integrity and advance moral reasoning, and (6) use cooperative leadership styles. These competencies play a critical role in creating diverse cultures of inclusion because they help to cultivate and sensitize managers, employees, and other organizational members to effective skills necessary to work with and understand others who may be different. Competencies of inclusion also translate into the organization's ability to create effective processes such as recruitment, performance evaluation, development of succession programs, training programs, mentoring, coaching, ongoing workshops, and rewards and compensation.

Therefore, creating diverse and inclusive work cultures within organizations requires an integrative approach of many factors. As organizations work to create and maintain diverse and inclusive environments, it is equally important for them to also focus on (1) ensuring that employees are engaged in diversity and inclusion initiatives outlined in the organization's goals and core values and (2) working toward sustaining highly effective work teams. Focusing on capitalizing on the diverse talents, skills, and knowledge of staff within teams while effectively managing the teams in order to obtain maximum productivity results requires the abilities of highly effective work teams.

### **Characteristics of Highly Effective Work Teams**

Katzenbach and Smith (2003) shared that there is a difference between a team and high-performing teams. A team is a collection of people who are committed to a common purpose, have complementary skills, and have performance goals for which they hold themselves mutually accountable. However, high-performing teams are extraordinary teams that perform extremely well and produce results well beyond

expectations and the performance of other teams. High-performing teams are needed in organizations because they are the building blocks that lead to organizational success.

According to Castka et al. (2001), it is difficult to transform a marginal team into a high-performing team because of the many obstacles and barriers that have to be overcome. Common barriers teams face include a lack of a clear purpose, poor engagement and commitment to team performance, critical skill gaps and competencies, clashes due to style differences, lack of role clarity, current work structures focused on individual performance, lack of an agreed approach for working together, and lack of clear accountability for outcomes. Lencioni (2002) translated these barriers to team effectiveness in what he calls the five dysfunctions of teams. Castka et al. barriers are summarized in the five dysfunctions. These dysfunctions are absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results.

### **The Five Dysfunctions of a Team**

**Absence of trust.** This barrier to effective team function generally stems from team members' unwillingness to be vulnerable within the group. Team members are also reluctant to be open with one another and reveal their weaknesses. Common characteristics of teams with an absence of trust include

- Conceal their weaknesses and mistakes from one another.
- Hesitate to ask for help or provide constructive feedback.
- Hesitate to offer help outside their own areas of responsibility.
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them.
- Fail to recognize and tap into one another's skills and experiences.

- Waste time and energy managing their behaviors for effect.
- Hold grudges.
- Dread meetings and find reasons to avoid spending time together. (Lencioni, 2002, p. 197)

When team members are unwilling to trust and share within their teams, it is harmful and often leads to fear of conflict.

**Fear of conflict.** Teams that are fearful are incapable of having meaningful discussion. Voice is usually suppressed and team members feel isolated and guarded with their comments. They usually have no response or respond in the manner they feel is warranted by the group. Common characteristics of teams with fear of conflict include

- Have boring meetings.
- Create environments where back-channel politics and personal attacks thrive.
- Ignore controversial topics that are critical to team success.
- Fail to tap into all the opinions and perspectives of team members.
- Waste time and energy with posturing and interpersonal risk management.

(Lencioni, 2002, p. 204)

Healthy discussions within team meetings are good and lead to consensus and resolutions. Discussions among team members help others to appreciate differences, learn to be inclusive, and work together more effectively. Fear of healthy conflict usually leads to a team's lack of commitment.

**Lack of commitment.** When voice is suppressed within teams, members usually do not buy in to decisions that are ultimately made, whether by the manager or team members. Agreements within the team regarding decisions that have not been discussed

thoroughly usually fail because team members have not had the opportunity to express their opinions, provide input, and problem solve issues. Although they may garner their support within the meeting, follow-up outside of the meeting is usually precipitated with complaints, negativity, and occasionally sabotage. Common characteristics of teams with lack of commitment include

- Creates ambiguity among the team about direction and priorities.
- Watches windows of opportunity close due to excessive analysis and unnecessary delay.
- Breeds lack of confidence and fear of failure.
- Revisits discussions and decisions again and again.
- Encourages second-guessing among team members. (Lencioni, 2002, p. 209)

Avoidance of accountability occurs when there is lack of commitment from team members regarding discussion of issues such as initiatives, vision, goals, and objectives for improving the productivity of the organization.

**Avoidance of accountability.** When team members are not committed, especially when there is no agreed-upon structures for which everyone is committed to implementing to reach the goals and objectives of the organization, productivity flounders. Team members usually work in silos with their goals focused on them. They have no agreed-upon commitment by which to hold other team members accountable when everyone is not involved, displaying acceptable actions and behaviors. Common characteristics of teams with avoidance of accountability include

- Creates resentment among team members who have different standards of performance.

- Encourage mediocrity.
- Misses deadlines and key deliverables.
- Places an undue burden on the team leader as the sole source of discipline.

(Lencioni, 2002, p. 214)

Ultimately work becomes counterproductive to the team which leads to inattention to results.

**Inattention to results.** Team and organizational results are usually ignored when team members have no agreed-upon direction and goals. As a result, they focus on their individual needs such as ego, career development, and recognition. These individual needs become primary for team members at the expense of others as well as the collective goals of the team. Team members in this type of environment tend to be blind to diversity and inclusive practices because these practices are in opposition to the focus being on self. Common characteristics of teams with inattention to results include

- Stagnates/fails to grow.
- Rarely defeats competitors.
- Loses achievement-oriented employees.
- Encourages team members to focus on their own careers and individual goals.
- Is easily distracted. (Lencioni, 2002, p. 218)

Lencioni (2002) stated that the five dysfunctions of teams are not barriers that cannot easily be overcome. However, team members do not have the sole responsibility for creating and nurturing high-functioning work teams that are diverse and inclusive. Research related to successfully creating highly effective teams focuses on two major groups, managers/leaders and team members.



Harkins (2006) stated that highly effective teams have leaders who create environments and operating principles that are aligned with high performance. In these environments, leaders work backwards as they envision the future and the ultimate goals for the organization. Harkins outlined what he believed to be 10 essential behaviors/techniques consistently demonstrated by effective impactful leaders. They are

1. *Define a very clear picture of the future—a vision for the team.* Leaders articulate clearly specific targets for the team in terms of goals and objectives. In order to effectively communicate such a vision, leaders must be prepared and able to adapt to change and conditions. Leaders should be out there working with the team rather than observing from a distance. They must be an integral part of determining when to recreate and make necessary changes to keep team members on track.
2. *Be genuine, even if it means lowering your guard.* Effective leaders know when to be genuine with their work teams. They acknowledge mistakes and refrain from attempting to project perfect images to team members. They acknowledge their own flaws.
3. *Ask good questions.* Leaders know the right questions to ask to keep them informed by summarizing and synthesizing information to decide on the proper course of action to take. “They use a simple formula of the 70-20-10 rule in conversations: 70 percent listening, 20 percent enquiring with just the right amount of advocacy, and 10 percent tracking (i.e., summarizing and synthesizing information and providing possible courses of action)” (Harkins, 2006, p. 4).
4. *Talk about things—even the hard things.* Effective leaders know how to get

their team to click by knowing how to talk about difficult issues. They know how to have difficult conversations. Leaders who fail to lead teams in discussions, end up with dysfunctional teams with multiple issues that become overwhelming to address.

5. *Follow through on commitments.* Leaders of high-performing teams build trust with team members while holding them accountable for commitment to goals.
6. *Let others speak first.* Team members should view themselves as equal members of the team in terms of communication. Leaders should encourage team members to share ideas and to speak freely.
7. *Listen.* High-performing leaders are good listeners. They are not afraid to listen to others' opinions.
8. *Face up to nonperforming players.* Effective leaders surround themselves with passionate and committed team members who know how to get the job done. These leaders are not afraid to remove people who do not work well with the team.
9. *Have fun, but never at another's expense.* High-performing leaders are not sarcastic and do not make frivolous jokes with team members. They know inappropriate jokes and comments can be points of contention with others and can have negative consequences for them.
10. *Be confident and dependable.* Team members see their leader as strong and willing to confront issues. They know when things don't go well, they will not be blamed and left standing alone. They know their leader will stand to protect them even if it means standing in the line of fire.

These 10 characteristics of leadership are exemplified by leaders whose styles are transformational, distributive, and facilitative as they work to create highly effective teams that are diverse and inclusive in nature.

### **Transformational Leadership**

Burns (1978) introduced the term transformational leadership. He defined transformational leadership as the type of leadership that seeks to deal with followers' needs. The transformational leader promotes mutual needs, aspirations, and values. According to Burns, transformational leadership occurs when one person engages with others in ways that leaders and followers raise one another to higher levels of motivation and morality. Transformational leadership is not an exercise in power, rather collective leadership. Burns stated that collective leadership is "the result of interactive process between leaders and followers' motives and goals that produces a causal effect on social relations and political institutions" (p. 454).

Transformational leaders are generally energetic, enthusiastic, and passionate; have the ability to clearly articulate a vision that aligns with group goals; and are able to inspire others with the level of enthusiasm. According to Bass and Riggio (2008), transformational leaders respond to individual followers' needs by empowering them and aligning goals and objectives of the work team with those of the overall organization. Bass and Riggio contended that leaders with this type of leadership style have positive effects and high outcomes within their organizations.

### **Distributive Leadership**

Jones et al. (2013) described leaders who utilize distributive leadership as having collaborative workplaces by which trust and respect are the cornerstones. Organizations reflecting this kind of leadership have open cultures in which reflective practice is an

integral part. Distributive leadership can be described as having four dimensions which require the leaders to cultivate a context of trust, a culture of autonomy, collaborative relationships, and an atmosphere within the organization that change is important and is achieved through cycles of planning, acting, observing, and reflecting.

According to Harris (2014), the most important focus of distributive leadership is on building collaborative relationships that encourage, nurture, and develop leadership capabilities in team members within organizations. All team members are seen as experts and integral parts to the success of the organization. Everyone is accountable and responsible for leadership within their work areas and all ideas are discussed and considered as the organization engages in goal setting, problem solving, discussions, and meetings.

It is important to understand that not everyone in distributive leadership is the decision maker; however, Jones et al. (2013) clarified that everyone's input should be utilized in the decision-making process. Therefore, "through shared and active engagement, distributive leadership can result in the development of leadership capacity to sustain improvements" (Jones et al., 2013, p. 21). Distributive leadership provides a venue that everyone has input in order to make his or her job more meaningful and productive and is similar to facilitative leadership in terms of empowering others.

### **Facilitative Leadership**

Facilitative leadership in organizations is best described as the leader's ability to empower others to work together to achieve a common goal. These leaders make it easier for others to contribute their ideas and expertise, voice their opinions when they have a problem, take initiative, work with others, make decisions, and share responsibilities for success. According to Bennis (2009), these are leadership skills that

should characterize all effective leaders who have a desire to empower other team members. Empowering others results in stronger organizational outcomes.

Cufaude (2005) supported this view on leadership by stating that leaders who are effective use processes and strategies to gain insight from team members in order to develop a plan of action to set goals and address issues within the organization. In organizations today, everyone at all levels should possess facilitation skills because decisions are constantly being made as people work together in cross-functional teams.

As teams in the workplace are more diverse in terms of perspectives, talents, and culture, maximizing results by capitalizing on the skills and expertise of everyone requires effective facilitative leadership. This kind of leadership was characterized by Kouzes and Posner (2012) as the leader's ability to create opportunities for team members to work together, share the power of decision making, and promote the value of win-win solutions. In other words, the leader promotes a collaborative culture.

The leader who is characterized as facilitative must be strategic in terms of reminding others of the "big picture" in working toward meeting goals. The leaders should also have the ability to keep the team focused and engaged in activities that will lead to the ultimate goal, with redirecting and altering the plan as deemed appropriate. Last but not least, Kouzes and Posner (1995) stated that effective leaders should actively encourage others to contribute and accept others' ideas, perceptions, and feedback in a nonthreatening manner. They should be receptive to new ideas and ways of doing things.

Similarly, Cufaude (2005) summarized facilitative leaders as those who have the ability to make connections and help others make meaning, provide direction without totally taking the reins, balance managing content and process, invite disclosure and feedback to help surface unacknowledged thoughts and patterns, focus on building the

capacity of individuals and groups to accomplish more on their own, and operate from a position of restraint in terms of making all of the decisions in isolation of others.

Characteristics of transformational, distributive, and facilitative leadership overlap in many ways. There is not a single leadership style that will work for a leader exclusively in all situations; therefore, leaders should know that utilizing a combination of the three leadership types will be most effective in their organizations. Working to ensure the culture in organizations is diverse and inclusive with highly effective work teams requires much planning and collaboration. As organizations become more diverse and inclusive with highly effective work teams, they should not neglect these factors as they strive to compete in the global market. Their ability to develop leaders who can work on building collaborative teams that are effective, diverse, and inclusive while focusing on the organizations' strategic goals is important.

Promoting diversity initiatives is usually a focus in many successful 21st century organizations that are producing competitive results. Pillars of these initiatives often relate to workshops, training, mentoring, and coaching.

### **Diversity Initiatives**

In organizations that continue to thrive, factors such as demographic change, the global marketplace, and greater tolerance for differences are prompting their focus on empathizing diversity initiatives in the workplace. As the workforce comprises more women, minorities, and people with different ethnic backgrounds and lifestyles, the ability to work with and understand differences are equally important. Employees must be provided with skills for operating in a diverse environment in order for them to understand their own as well as other cultures, values, beliefs, and behaviors.

Organizations that do not recognize the changing demographic groups within the

workforce and fail to effectively manage diversity through various resources risk the benefits of fully utilizing the contributions these workers add to the workplace. In order for organizations to survive and grow in the increasingly complex and competitive business world, creating diverse and inclusive cultures should be one of the goals in the organization's strategic plan (Goesl, 2014).

According to Dreachlin (2007), diversity initiatives represent the organization's response to diversity. Diversity initiatives are usually strategies that address the internal and external needs of the organization and may be different in organizations contingent upon goals and objectives. Initiatives that achieve results are usually aligned with the organization's strategic plan. Aligning diversity initiatives with the organization's strategic plan historically has not been the practice of many organizations. According to the U.S. Department of Commerce (1999), organizations have loosely addressed inclusion of diversity as a pillar in their strategic plans. Only during the past 15 years has there been an increase in the number of organizations that are aligning diversity plans with their strategic plans due to the realization that diversity is seen as a powerful contributor to an organization's competitive advantage.

Recognizing that organizations function differently depending on the nature of the company, the goals, and objectives, development of strategic plans follows the same philosophy, resulting in the organization taking on a different course of action in terms of planning and inclusion of strategies within their strategic plans. The U.S. Department of Commerce (1999) benchmark study team identified various ways in which organizations developed their diversity plans to align with their strategic plans. One organization established a global performance expectation which was to build and manage a truly diverse workforce. This diversity goal was aligned with the company's core values

outlined in its strategic plan, which included respect for the dignity of the individual, integrity, trust, credibility, continuous improvement, and personal renewal.

Another organization utilized a more long-term and all-encompassing strategy that is referred to as a Balanced Workforce Strategy (BWF). This diversity strategy enabled the organization to remain focused on all employee populations by tracking all employee populations and setting 10-year goals and annual targets. Managers are held accountable through the BWF for ensuring that there are equal opportunities for advancement within all organizational culture groups.

A third organization's strategic plan included six planks listed in priority order for which the organization planned to address them. Continuous improvement through engaging and developing employees is the last plank in this organization's strategic diversity plan. The six planks include the organization focusing on (1) baseline growth, (2) incremental growth, (3) product quality, (4) distributor service, (5) productivity gain, and (6) people. The people plank addresses continuous improvement for employees by offering training and improving the work environment and competitive performance-based pay and benefits.

The last organization that will be discussed included a joint effort of two departments, operating management and human resources, working together to develop a 5-year diversity plan. The organization's diversity plan included an important component, "a monitoring system to measure diversity representation by function at all levels to: (1) ensure a balanced workforce, and (2) strengthen the organization's ability to attract, hire, retain, and develop the most highly qualified employees" (U.S. Department of Commerce, 1999, p. 7).

Dreachslin (2007) stated that having a means to measure the impact of initiatives



on the organization's culture is also important. However, most important is support from all organizational stakeholders, including staff, managers, and other leadership. In order for diversity to be perceived as important, there must be support from the top down.

### **Failure of Diversity Initiatives within Organizations**

In spite of buy-in from all organizational stakeholders, many organizations fail to deliver on their diversity initiatives. Velasquez (n.d.), president of The Diversity Training Group, offered top reasons for failure to successfully sustain the implementation of diversity initiatives within their organizations.

Diversity training developed and delivered exclusively from Affirmative Action/Equal Opportunity Offices within organizations often fail because according to Roberts (2011), training is usually focused on affirmative action or equal opportunity programs. This focus can be attributed to many organizational leaders retaining the old concept of diversity that focused solely on compliance with EEO laws, Affirmative Action regulations, and race and gender.

While addressing Affirmative Action regulations cannot be ignored by organizations, Velasquez (n.d.) contended that in order to meet the needs across the organization, diversity training should be developed and delivered from a variety of departments within the whole organization. Creating a diversity steering committee made up of employees from a representative of cross-sections within the organization that includes the Affirmative Action/Equal Opportunity Office provides for a more balanced workshop program which meets the needs of the organization.

Diversity training should not be the only form of initiative that is occurring within the organization. The purpose of the training should not be because it is the "right thing to do." The organization should understand there is an association between

implementing diversity initiatives and organizational efficiency. This association is recognized and nurtured through effective goal setting in organizations' strategic plans.

Diversity initiatives also fail in organizations because often management states its support but does not demonstrate its commitment. Failure of commitment is demonstrated when management, senior management, and department managers fail to attend scheduled diversity training and other related workshops. This results in a lack of commitment from staff members who often view the training as “just another thing to do” and “if I wait this will pass.”

Another pitfall related to training that often derails sustained diversity efforts is when workshops and training sessions are developed without a formal needs assessment or diagnosis performed within the organization or department. This failure results in training that does not fit the needs of the participants in terms of skill-based, with them often stating, “This was great but now what? What am I supposed to do now? I go back to my workplace tomorrow.”

Organizations should have clearly defined means by which they monitor and measure the effectiveness of training, hiring, promotion, leadership development, and general business practices. New initiatives such as mentoring, coaching, and the development of new workshops should be added to the organization's diversity strategic plan as deemed appropriate.

### **Various Forms of Diversity Initiatives**

Diversity initiatives found in organizations can vary contingent upon the focus of the company's strategic plan, goals, objectives, and core values. The most prevalent initiatives found within successful organizations that experience high outcomes include mentoring, coaching, training, workshops, and web-based programs. The term mentoring

is often used interchangeably with coaching. Although there are some characteristics that are common, they have distinguishable differences in their delivery approaches within organizations. Table 1 provides a comparison of how the two approaches are different.

Table 1

*Mentoring and Coaching Comparison*

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the mentee. Often a senior person in the organization who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professionally	Coaching revolves more around specific development areas/issues

**Mentoring.** The goal of mentoring as support for diversity should be viewed as a supplement to workshops and training efforts. Mentoring should provide the real-life interaction in the workplace to effect specific desired behavior changes.

The term mentor originated in Greek mythology. Odysseus left his son, Telemachus, with a mentor, his house manager, with the charge to develop and nurture while he went to fight in the Trojan War. Mentoring helped Telemachus become a young man, thus the concept of mentoring in this case relates to emotional support and guidance given by a mature person to a less mature person, the protégé (Inzer & Crawford, 2005).

Mentoring in formal organizations entails an arrangement usually by which an older or more experienced employee helps a less experienced employee. The arrangement creates a relationship between the mentor, the more experienced employee, and the mentee (protégé), the less experienced employee. The mentor provides advice, support, and encouragement to the mentee. Mentoring has also been considered as a management process, style, and technique that entrenches the organization's culture and philosophy (Ayinde, 2011).

Moorhead and Griffin (2004) stated that mentoring relationships provide many benefits to the mentor, protégé, and the organization. Mentoring benefits the mentor in the following ways:

1. *Increased motivation.* Mentors are personally motivated when they reap the joy and satisfaction of knowing they have successfully helped others to increase their skills.
2. *Challenge.* Mentors are sometimes propelled to higher levels when they successfully meet the challenges encountered while mentoring a protégé.
3. *New insights.* Mentors remain current with new innovations and techniques in the field as they provide insight and information to the protégé.
4. *Self-development.* Through mentoring, mentors have the opportunity to develop leadership skills, communication skills, and interpersonal skills.

5. *Role modeling.* Mentors have the opportunity to have a lifelong impact not only for the protégé but also for others as a positive and influential role model.

Mentoring benefits for the protégé include

1. *Conducive learning environment.* Mentoring provides a conducive environment for the protégé that is welcoming, nonthreatening, and one for which they can ask questions and take risks.
2. *Challenge.* Mentoring provides the protégé with the opportunity to face challenges such as establishing contact with the mentor, gaining the confidence of the mentor, and developing the ability to learn from and receive constructive feedback.
3. *Improved self-confidence.* Mentoring provides for the protégé to set goals and work toward achieving those goals. Mentoring can also provide the protégé with the opportunity to deal effectively with challenges they encounter in the workplace.
4. *Development of technical knowledge.* Mentoring provides the protégé with opportunities to develop skills and expertise in the job.
5. *Support and reassurance.* Mentoring provides support to the protégé during stressful times. Knowing that there is a person who can provide advice and professional, social, and emotional support when needed can be a comforting feeling for protégés.

Organizations can benefit from mentoring in the following ways:

1. *On boarding.* Mentoring decreases the amount of time it takes new employees to get acclimated to the organization in terms of understanding and embracing goals and objectives. It also affirms commitment to organizational

goals for the mentors.

2. *Productivity.* Mentoring has the potential to reduce turnover rates for organizations and increase employee satisfaction with their jobs.
3. *Ease of succession planning.* Mentoring provides for advancement and growth opportunities for protégés. It can grow potential candidates for future positions in the organization.
4. *Knowledge management and retention.* In organizations, there are usually employees who are experts in certain areas. It is important for organizations to have a formal structure, mentoring, by which these experts can pass the knowledge on to others.
5. *Synergy.* When there is synergy among employees, the organization gains from increased enthusiasm and employee performance.

Bullis and Bach (1989) stated that the organization is only as successful as the men and women who make it work. Mentoring is a tool organizations can use to nurture and grow their people. In terms of utilizing mentoring as a means to address diversity, the impact of mentoring is often apparent in the personal exchange between the mentor and protégé. Organizations that are committed to promoting diversity utilize mentoring to create real relationships and positive behavioral changes among their employees.

Organizations should understand that training and establishment of their mentor programs must be done properly on the front end to avoid failure (Ayinde 2011). outlined three of the most prevalent problems that can occur when setting up mentoring programs. These problems include (1) a mismatch between mentor and protégé where they have different values, beliefs, or personalities; (2) a lack of time that can negatively impact the quality of the mentoring relationship; and (3) a lack of communication

between the mentor and protégé. Communication is one of the most important aspects of a mentoring relationship.

**Coaching.** Whitmore (2009) contended that the term coaching historically was exclusively used in sports. The influence of the term used in sports has evolved over time to other fields of study and is defined as “unlocking peoples’ potential to maximize their own performance. It is helping them learn rather than teaching them” (Whitmore, p. 9).

As companies seek to grow and increase productivity and develop leaders who can affect change in all areas including diversity and inclusion, they tend to seek out coaching as a means to help leaders and managers grow. Mentoring is usually utilized with younger and less experienced employees, where coaching is usually utilized with more experienced employees of the organization, such as executives, supervisors, and managers.

The most efficient leader in an organization can become stagnant which may lead to lack of innovation. Fine (2013) called this corporate gravity, which he explained as the organization’s inability to produce at the rate that it has in the past due to leaders resorting to conducting business in the usual established ways. Corporate gravity prevents leaders from being innovative through embracing new ideas and methods, often missing big opportunities to excel in the organization. According to Fine, all leaders will experience corporate gravity at some point during their careers, possibly to the extreme of running the organization into the ground if action to rejuvenate them is not sought.

There are many reasons why coaching may be necessary in organizations. Leaders could be stagnant; they may not have access to anyone on their level for which they can have a confidential conversation; they may be ready to do something different

but are not sure what they are seeking; and lastly, they may be looking for a different perspective regarding reaching their goals and objectives. Regardless of the reason, coaching focuses on helping individuals to move the organization forward.

While coaching may be utilized in organizations to broaden and increase leaders' skill sets, it yields far reaching benefits for organizations. Leaders becoming more effective in the position promote positive morale among staff members, build stronger workplace relationships, and promote positive workplace environments. All of these factors lead to team harmony and a sense of being valued and included which ultimately leads to increased productivity among team members (Bower, 2012).

During the coaching relationship, the coach does not tell the coachee how to do his or her job; instead, the coach engages the coachee in conversation which helps to spark thinking in order to reach desired goals. Serving as a coach is not easy and the person must be properly trained. Coaching conversations can be difficult especially when emotions are involved. It is not uncommon that coaching may be required as a result of performance issues. Coaching is not exclusively one-on-one with a leader or executive; it is also appropriate for teams. Field (2007) stated that there are two kinds of coaching organizations utilize, executive coaching and team coaching.

**Executive coaching.** There are four types of executive coaching which include coaching for skills, coaching for performance, coaching for development, and coaching for the executive's agenda.

Coaching for skills helps the executive learn specific skills, abilities, and perspectives over a period of several weeks or months that are usually associated with the executive assuming new or different responsibilities. At the outset of the coaching relationships, specific skills to be targeted are clearly outlined.



Coaching for performance has emphasis on the executive's current position. This form of coaching supports the executive with management or leadership skills such as team building, delegation, collaboration, goal setting, or communication. On the other hand, coaching for development involves coaching interventions that explore and enhance the executive's competencies required for advancement within or outside the company. It can be associated with outplacements, restructuring, and reengineering in the organization.

Lastly, during coaching for the executive's agenda, the executive identifies personal or organizational concerns as the focus for the coaching relationship. Such concerns could entail discussions on possible downsizing or reorganizing of the company. However, personal issues are more likely to arise in this type of coaching (Fitzgerald & Berger, 2002; O'Neill, 2000; Witherspoon, Goldsmith, & Lyons, 2000).

**Team coaching.** Team coaching is provided to managers, supervisors, and their teams for the purpose of developing the ability of the team to work together to achieve results. Coaching of the team could require working with the team on areas such as effective communications, creating respectful and inclusive environments, and accomplishing the work; all of which are related to building relationships.

In organizations that emphasize diversity and inclusion, power, energy, and productivity are generated through relationship building. The manager's ability to provide team members with appropriate education through workshops and coaching is important to the success of the team. In order to achieve the goals and objectives of the organization, it is important for managers to work effectively with their team members. A coach helps to move the team to achieve the organization's desired results (Field, 2007).

Prior to coaching, the coach gains an understanding of the team's concerns and needs by two means: (1) engaging in a discussion with the manager or supervisor and (2) administering some form of survey or needs assessment to team members in order to gain their perspectives. Questions on the assessment should be developed based on the concerns identified by the manager or supervisor. Administering a needs assessment will help the coach discover the concerns and effective and ineffective practices as identified by team members. Knowing these items up front enables the coach to develop a plan to work with the team.

It is important for the coach to obtain survey information quickly and anonymously, which is usually achieved through online accessibility for team members and survey results retrieved only by the coach. The coach utilizes the results of the survey to work with the manager and the team members.

The team coaching process could entail such strategies as workshops, focus group sessions, and modeling. Most important to the team coaching process is that the coach provides facilitation for the team to develop an agreed-upon charter which guides their team as they work in the future to achieve their goals and objectives. This charter serves as a reminder of the skills and strategies learned through the coaching process and prevents the team from reverting back to old habits and behaviors (Clutterbuck, 2007; Field, 2007; Hawkins, 2011).

**Training and workshops.** Wentling (n.d.) stated that today's organizations seeking to build diverse and inclusive cultures developed through diversity initiatives must provide employees with skills for operating in a multicultural work environment in order for them to understand their own culture, other cultures, values, beliefs, attitudes, behaviors, and strengths and weaknesses. Trainings and workshops can vary in

organizations contingent upon the goals and objectives of the organization's strategic plan.

Training and workshops are considered one of the most effective strategies for working with diversity, often focusing on areas such as

awareness-building, skill building, helping employees understand the need for valuing diversity, educating employees on specific cultural differences, providing the skills necessary for working in diverse work teams, and providing skills and development activities necessary for diverse groups to do their job and have the opportunity for advancement (Wentling, n.d., p. 2).

Trainings and workshops are not exclusively provided in organizations face-to-face. More organizations are placing diversity training and workshops and other resources on their websites. This is also an effective way to expose employees to the organization's diversity initiatives.

As organizations work on effectiveness and productivity through focus on creating diverse and inclusive work cultures with teams working collaboratively and engaging in participating in various diversity initiatives, it is important that the organization has a clear and publicized means by which to measure the effectiveness of their diversity efforts with regard to organizational outcome.

### **Measures for Assessing the Work Culture**

Accountability is an important factor in determining the impact of diversity and inclusion initiatives within organizations. Hubbard (2004) stated that determining the effectiveness of diversity and inclusion initiatives enable the organization to make outcomes visible, review and improve programs, and take risks by learning new ways to build and grow the organization. Accountability also helps organizations collectively

demonstrate their commitment to equality, diversity, human rights, and how managing difference is contributing to their growth and productivity.

As organizations address accountability, measurement tools such as diversity metrics and other mechanisms to gauge the company's policies and practices regarding diversity initiative have been developed. Diversity metrics and other mechanisms should be discussed and reviewed regularly to ensure continued relevance and efficient use.

Measures to assess diversity initiatives should have well-defined measures to assess effectiveness and to evaluate whether outcomes measure organizational goals, objectives, targets, and outcomes. Therefore, measures should be clearly developed without ambiguity and, most importantly, expectations clearly communicated to all employees.

Diversity initiatives will vary among organizations contingent upon the goals and objectives of their strategic plans. Measures to assess diversity initiatives will differ among organizations as well. According to a report by the U.S. Department of Commerce (1999), various ways to measure diversity initiatives can be categorized under four broad categories which include (1) diversity scorecards, (2) review processes, (3) surveys, and (4) performance evaluations. World class organizations are utilizing various forms of measures to assessment that can be categorized under one of these categories to monitor and measure their diversity initiatives.

**Diversity scorecards.** One organization uses a scorecard to assess their diversity progress. The scorecard includes three areas: coaching as the tool to building awareness around diversity and continuing the company's goal to mainstream diversity, workforce representation plan, and employee council activities. A scorecard format is utilized with specific measurements for the three areas outlined with descriptions of accompanying

activities which support the goals in each of the three areas. A top-level team reviews the results of the scorecard to determine performance and progress (U.S. Department of Commerce, 1999).

A diversity report card is utilized in a large broadcast company that identifies mid-level and senior-level positions in which people of color are underrepresented. This form of a diversity scorecard helps the company to monitor and increase hiring and promotion practices in mid-and senior-level positions.

Another large broadcast company also utilizes a diversity report card which includes three categories: (1) creating a diverse workforce, (2) valuing a diverse workforce, and (3) leading a diverse workforce. Creating a diverse workforce examines the effectiveness and enforcement of strategic planning at all levels and examines retention data by demographic groups. Valuing a diverse workforce examines how each business unit practices inclusive workplace behaviors and incorporates principles. Leading a diverse workforce assesses leadership's involvement in diversity initiatives in terms of how managers and their teams are trained on dimensions of diversity such as awareness, skills, and cultural competence (The Career Advancement Subcommittee, 2004).

**Review processes.** A cable company uses a quarterly review process of all diversity and turnover data to identify patterns and concerns that need to be addressed. The company also utilizes an annual survey to measure its diversity benchmarks.

Another organization utilizes coaching to increase leadership skills. A Leader as Coach Profile is developed to define workplace behaviors. The profile includes six areas such as builds the right team, encourages excellence, and cares about people who are assessed as strengths. The organization integrates the profile in its annual processes

related to development plans, human resources plans, performance plans, and appraisals.

The last organization used an internal diversity audit called “Stages of Diversity” to assess each division’s progress on diversity initiatives. Each division within the organization develops a diversity plan with three to five measurable diversity goals based on stages that the division has achieved. Department heads and division managers meet annually with all employees to provide an assessment of the work and where each division falls on the organization’s diversity continuum.

**Surveys.** One company developed a Managing Diversity Diagnostic Tool that measures the effectiveness of actions implemented by the organization and executive commitment. Another organization conducts an annual organizational chart assessment to identify its current diversity status and whether it reflects the community it serves. A communication business uses a more traditional survey called the Bi-annual Associate Survey to monitor employee perceptions of the impact of the organization’s diversity initiatives. Several other businesses have utilized annual perception surveys to measure the impact of diversity initiatives.

**Performance evaluations.** One organization requires leaders and managers to include at least four actions in their annual performance plans that clearly demonstrate commitment to promoting diversity. Another organization incorporates characteristics of diversity behaviors in a section of employees’ performance appraisals. All employees are evaluated regarding whether they are actively promoting and achieving diversity in the workplace. Similarly, a communications company where all staff members are held responsible for their workplace environment promotes inclusion. Employees’ annual performance reviews include a section that assesses the extent to which the employee promotes and encourages diversity within their individual work division (The Career

Advancement Subcommittee, 2004; U.S. Department of Commerce, 1999).

Improving the overall culture of the organization through assessing the effectiveness of factors such as diversity initiatives should be a major focus of companies that are striving to remain productive and competitive. The state of the organization's culture impacts all elements of a business and is therefore essential to its success.

According to Heathfield (n.d.), organizational culture is defined as

The values and behaviors that contribute to the unique social and psychological environment of an organization. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. Also called corporate culture, it's shown in (1) the ways the organization conducts its business, treats employees, customers and the wider community; (2) the extent to which freedom is allowed in decision making, developing new ideas, and personal expression; (3) how power and information flow through its hierarchy; and (4) how committed employees are towards collective objectives. (p. 1)

Organizational culture is in essence the organization. The extent to which highly effective work teams are created and sustained, the effectiveness of organizational leaders in their commitment and promotion of diversity and inclusion within the organization with clearly communicated means to measure initiatives, defines the state of the culture.

## **Summary**

This chapter provided a review of literature and key factors of the effects of

positive work culture. The literature for this study can be summarized by stating that diverse and inclusive work cultures, characteristics of highly effective work teams, inclusion of diversity initiatives, and measures for assessing work cultures are essential factors for organizations to create positive work cultures. Literature related to highly effective work teams reveals that organizations that have as priorities creating and sustaining diverse and inclusive work environments experience dramatic improvements in talent retention, quality, creativity, productivity, job satisfaction, and customer service (Jamison & Miller, 2005). Organizations that are inclusive in nature have atmospheres of fairness, respect, equality, dignity, and autonomy. Creating diverse and inclusive work cultures within organizations requires an integrative approach of many factors.

One approach includes creating highly effective teams. High-performing teams are needed in organizations because they are the building blocks which lead to organizational success. Common barriers teams face include a lack of a clear purpose, poor engagement and commitment to team performance, critical skill gaps and competencies, clashes due to style differences, lack of role clarity, current work structures focused on individual performance, lack of an agreed approach for working together, and lack of clear accountability for outcomes.

However, these common barriers can be addressed through leaders whose styles are transformational, distributive, and facilitative in nature. Characteristics of transformational, distributive, and facilitative leadership overlap in many ways. There is not a single leadership style that will work for a leader exclusively in all situations; therefore, leaders should know that utilizing a combination of the three leadership types will be most effective in their organizations.

Another approach to creating diverse and inclusive work cultures is the



organization's commitment to promote and include diversity initiatives. Diversity initiatives represent the organization's response to diversity. Diversity initiatives are usually strategies which address the internal and external needs of the organization and may be different in organizations contingent upon goals and objectives.

Initiatives that achieve results are usually aligned with the organization's strategic plan. Aligning diversity initiatives with the organization's strategic plan historically has not been the practice of many organizations. According to the U.S. Department of Commerce (1999), organizations have loosely addressed inclusion of diversity as a pillar in their strategic plans. Only during the past 15 years has there been an increase in the number of organizations that are aligning diversity plans with their strategic plans due to the realization that diversity is seen as a powerful contributor to an organization's competitive advantage.

Top reasons for failure of organizations to successfully sustain the implementation of diversity initiatives within their organizations include but are not limited to diversity training developed and delivered exclusively from Affirmative Action/Equal Opportunity Offices, diversity training as the only form of initiative that is occurring within the organization, management often stating their support but not demonstrating their commitment, workshops and training sessions developed without a formal needs assessment or diagnosis performed with the organization or department, and failure to have monitoring and assessment measures.

The most prevalent initiatives found within successful organizations that experience high outcomes include mentoring, coaching, training/workshops, and web-based programs. World class organizations are utilizing various measures to assess the effectiveness of diversity initiatives that are categorized as (1) diversity scorecards, (2)

review processes, (3) surveys, and (4) performance evaluations.

Creating and sustaining positive work cultures that are diverse and inclusive are critical to the success of organizations. This literature review provides the background for the purpose of this study which sought to determine the perception of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship exists between perceptions of departmental personnel and their departments' work culture scores.

## **Chapter 3: Methodology**

### **Introduction**

Organizations today view diversity in the workforce as extending beyond antidiscrimination laws. Diversity in the workplace is viewed as a means for organizations to maintain a competitive edge in the global job market by focusing on inclusion and performance. Organizations have begun to recognize that diversity results in economic benefits when initiatives are aligned with their strategic plans, goals, and core values (U.S. Department of Commerce, 1999).

In order for organizations to achieve success and remain competitive, attention must be focused on the most important resource, the skills of the workforce. Employees within organizations provide this important resource. Therefore, the goal of organizations should emphasize creating and sustaining healthy work cultures by helping employees to grow, embrace diversity, and work collaboratively in high-functioning teams.

As the workplace has become more diverse in terms of such dimensions as cultures, skills, and gender, it has become necessary to define diversity more broadly. Humphries and Grice (1995) defined diversity as values; personality characteristics; education; language; physical appearance; marital status; lifestyle; beliefs; and background characteristics such as geographical origin, tenure within the organization, and economic status. Additionally, other researchers have also defined diversity in broader ways reflecting today's changing culture. Organizations have begun to recognize the need to change and incorporate ways in which they can utilize the unique skills and perspectives diverse employees bring to the workplace.

Management and leaders of organizations are recognizing that their commitment

to diversity and inclusion within their organization is associated with high productivity. They recognize that employees contribute to the organization when they are able to understand differences. Promoting and making available diversity initiatives such as workshops, mentoring, and coaching provides employees with education in creating, respecting, and sustaining diverse and inclusive workplace environments.

This study was carried out in a hospital health system located in the southeastern part of the United States. One of the goals of the hospital health system is for individual departments and areas to work continuously to improve their work culture consistent with the organization's core values. The hospital health system uses an annual work culture survey to measure the progress made by departments and areas since the previous year to ensure that continued efforts are on track.

The work culture survey is designed to measure item performance within three domains which ultimately combine the survey results for all three domains to determine a Tier Level (1, 2, or 3) for the department. Tier 1 is the desired Tier for all departments to reach. The problem exists for many departments that find themselves in the lower Tiers. The lower scores reflected in the Tiers indicate the work culture is not at the desired organizational level. When departments are in the lower valued Tiers, it suggests they are experiencing problems in implementing effective initiatives that impact diversity, inclusion, effective leadership, high-performing teams, and ultimately a productive work culture.

This study focused on the impact of diversity initiatives on several departments/ areas within the hospital health system that experienced improvement in their work culture scores during a 1- to 2-year period (between 2011-2015). The diversity initiatives in this study were defined as mentoring, coaching, workshops, training, and the use of

web-based information these departments utilized during that period. The study assessed staff members' perceptions of the impact of these diversity initiatives as factors in improving their work culture.

### **Research Design**

This was a mixed-methods explanatory sequential study including both quantitative and qualitative data collection. Creswell (2014) stated that mixed-methods studies offer advantages over single-method approaches because they utilize the integration of quantitative and qualitative research and data collection. This prevents the researcher from being limited to one specific method and affords the researcher with multiple ways to gather data.

The explanatory sequential mixed-methods design

is one which the researcher first conducts quantitative research, analyzes the results and then builds the results to explain in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. (Creswell, 2014, p. 15)

The mixing of both quantitative and qualitative data in this study provided for a stronger understanding of departmental personnel perceptions regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures.

According to Creswell (2014), quantitative research "is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 4). On the other hand, qualitative research deals with words and ideas rather than numbers. Questions are open-ended, with data collected through focus groups, interviews, and observations. Data are analyzed using coding and

themes.

The quantitative research for this study was conducted utilizing a survey design in which the survey was administered in 60-minute focus group sessions. Creswell (2014) stated that survey design studies are useful as they provide “a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From the sample results, the researcher generalizes or draws inferences to the population” (p. 155).

Additionally, according to Leiman (1988), focus groups can be effective means for collecting quantitative data in situations where surveys cannot be administered in the traditional manner (online, mail) due to cost and other restrictions. In this study, focus groups were utilized to administer the Diversity and Inclusion Perceptions Survey, due to restrictions placed on the researcher.

Quantitative survey data were collected with five departments/areas through focus groups facilitated by the researcher. The researcher provided assistance to the five departments/areas with their work culture (diversity and inclusion initiatives) by providing mentoring, coaching, and workshops. Therefore, these focus groups served as post follow-up sessions to assess staff members’ perceptions of the impact of diversity initiatives as factors in improving their work culture.

Audience Response Systems (clickers) were utilized in the focus group sessions in order for participants to respond to the survey questions anonymously. Audience Response Systems (ARSs) are increasingly popular tools for collecting data, gathering feedback, assessing knowledge, and promoting discussion. ARSs are useful for group settings in administering surveys and questionnaires that solicit opinions and perceptions. Data can be shared with participants immediately in the form of pie charts, or they can be

stored to be analyzed later (Cain & Robinson, 2008).

There were three research questions for this study that included (1) What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures; (1a) What are the differences between managers' and staff members' ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives; (2) What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences, if any, are identified by managers and staff; and (3) What is the relationship between departmental personnel's ratings of their perceptions of diversity and inclusion initiatives and work culture scores?

Survey research obtained through focus groups was utilized to explore the relationship between the independent variable (perceptions of diversity and inclusion initiatives) and the dependent variable (work culture). For the purpose of this study, the variable diversity and inclusion initiatives were identified as workshops, mentoring, coaching, and use of web-based information.

Additionally, qualitative data were collected during the five departments/areas focus groups as well. Based on the analysis of the pie chart results generated from the quantitative survey, participants were engaged in discussion and dialogue in the form of open-ended questions that ultimately helped to better inform the quantitative data. The two qualitative questions that guided the focus group discussion included (1) What factors influenced your rating of questions on the survey; and (2) What additional strategies/initiatives do you feel would positively impact your work culture? Upon analysis of the quantitative and qualitative data, inferences were drawn to generalize from the sample to the population regarding diversity and inclusion initiatives and work

culture.

### **Population**

This study was conducted in a hospital health system in the southeastern part of the United States. The hospital health system was founded in 1998 and provides efficient, responsive care. The hospital health system offers a full network of health services and encompasses three highly regarded hospitals within its network. It is a world-class healthcare network dedicated to providing outstanding patient care, educating tomorrow's healthcare leaders, and discovering new and better ways to treat disease through biomedical research.

According to the Medical Center and Health System Facts and Statistics (2013) in the *U.S. News & World Report*, the hospital health system has approximately 16,318 full-time employees, while the academic university medical center has 9,963 full-time employees.

The sample for this study was taken from the total population of departments/areas at the hospital health system. It consisted of five departments within the hospital health system with 60 staff members. Subjects for the study included staff members who were employed with the departments/areas during the researcher's initial work with the unit. A single-stage sampling procedure was utilized to determine departments/areas that were included in the study. Creswell (2014) stated, "a single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly" (p. 158).

The five departments/areas were selected using two criteria that included (1) the researcher having worked with the departments/areas between 2011-2015 and (2) the department/area increased its work culture Tier score during a 1- to 2-year period



(between 2011-2015). The researcher assisted the selected departments/areas included in this study with their work culture (diversity and inclusion initiatives) by providing mentoring, coaching, and workshops.

### **Researcher's Role**

The researcher was employed in the field of diversity and inclusion and had provided assistance to the five departments/areas included in this study in the form of mentoring, coaching, and workshops. The researcher understands the connection between organizational productivity and maintaining a diverse and inclusive work environment. His work in the field of diversity and inclusion required him to assist departments as they sought to identify and implement strategies to improve their work environments.

During this study, the researcher met with directors of the five departments/areas included in this study to schedule the focus group sessions. The Diversity and Inclusion Perceptions Survey was administered by the researcher to departmental personnel in the focus group sessions. Upon completion of the Diversity and Inclusion Perceptions Survey, the researcher also facilitated the focus group discussion with departmental personnel. The researcher was responsible for developing qualitative open-ended questions to generate this discussion.

Archival data that included work culture Tier scores were retrieved by the researcher for the five departments/areas included in this study. Lastly, the researcher analyzed all data collected during the study to answer the research questions included in this study in order to draw conclusions and make recommendations.

### **Instruments**

**Quantitative.** Two instruments were utilized to gather data for this study. The

first instrument was the Diversity and Inclusion Perceptions Survey, modified by the researcher based on an existing survey which was originally developed by Zemba (2011). An email request (Appendix A) was sent to Zemba by the researcher seeking permission to use her survey with appropriate modifications. Permission was granted by Zemba to use and modify her instrument.

Creswell (2014) stated that when an instrument is modified, the original validity and reliability may not hold on the new instrument, thus requiring the establishment of new validity and reliability. Validity and reliability for this instrument were established through two means. Two experts in the field of diversity reviewed the survey to establish content validity (clarity of questions, instructions to participants, and the overall structure of the instrument). Content validity of the questions on the survey was supported through the literature conducted in Chapter 2. Secondly, the researcher piloted the survey (utilizing a focus group session) with staff members in a department within the hospital health system which was not part of the sample population in order to establish reliability.

Due to the low number of participants (seven) who participated in the pilot, a Cronbach Alpha was unable to be run. However, in order to establish reliability of the Diversity and Inclusion Perceptions Survey, a Cronbach Alpha was run on the first administration of the survey, Department B, which included more participants. The Cronbach alpha score was .796346, which indicates strong reliability.

The Diversity and Inclusion Perceptions Survey (Appendix B) served as the measure for determining staff members' perceptions of diversity and inclusion initiatives that were most useful in improving their work culture. The survey consisted of three sections. Section 1 provided a list of diversity and inclusion initiatives which staff

members in focus group sessions utilized ARS clickers to identify initiatives in which they had been involved and ranked them in order of importance.

Section 2 consisted of 20 statements that related to staff members' perceptions of the usefulness of diversity and inclusion initiatives in which they had been involved; and section 3 included the demographics which were used to present the descriptive findings of staff positions, gender, age range, number of years of employment in the respective department/areas, and ethnicity. Staff members utilized ARS clickers to rate the statements in section 2 using the following 5-point Likert scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The 20 statements are categorized under one of four categories: Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitude, and Overall Work Culture.

The second instrument was the Morehead Model of Workforce Commitment Survey. This instrument provided each department's work culture Tier score, which was represented with a numerical value. The work culture score was needed to determine whether a relationship existed between staff members' perceptions of diversity and inclusion initiatives and their work culture scores.

The Morehead Model of Workforce Commitment Survey is the annual survey utilized by the hospital health system to determine how effectively departments are functioning in comparison to other departments in the hospital health system. The survey consists of 52 statements categorized under three domain areas that influence and sustain commitment. Within each domain, specific items measure facets of the organizational environment that when acted upon by senior leaders, managers, and employees can increase workforce commitment within the organization, thus increasing the overall organizational performance.

Domain areas included (1) Organization, (2) Manager, and (3) Employee. Items in the Organization Domain measure performance on issues related to senior management such as pay, benefits, ethics, and workplace climate. Items in the Manager Domain measure performance issues centered on the leadership role within the individual department such as employee involvement in decision making, communication between the manager and employees, and employee recognition. Items in the Employee Domain measure employee and job-related issues such as relationships with coworkers and the job itself.

Employees are asked to respond to each survey item by indicating to what degree they agree or disagree with the statement using a 5-point Likert scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Departments are assigned an overall performance score based on the overall survey items which is assigned to a Tier 1, 2, or 3. Tiers are defined as follows: Tier 1—work unit requires minimal action planning (score range: 4.15 and higher); Tier 2—work unit requires some action planning (score range: 3.80-4.14); and Tier 3—work unit requires significant action planning (score range: Below 3.79). Departments exhibiting the characteristics of a high-performing team and delivering a high quality of customer service are categorized as Tier 1 (Morehead Associates, 2011).

Table 2 provides a cross-reference of the correlation of the variables, research questions, and quantitative surveys utilized in this study. This affords readers with an overview of the quantitative data collection process (Creswell, 2014).

Table 2

*Variables, Research Questions, and Quantitative Survey Alignment*

Variable	Research Question	Survey Section
Independent: perceptions of diversity and inclusion initiatives	Question 1: What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures?	Diversity and Inclusion Perceptions Survey: Section 2
Dependent: Work culture	Question 1a: What are the differences between managers' and staff members' ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?	
Independent: perceptions of diversity and inclusion initiatives	Question 2: What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences if any are identified by managers and staff?	Diversity and Inclusion Perceptions Survey: Section 1
Dependent: Work culture		
Independent: perceptions of diversity and inclusion initiatives	Question 3: What is the relationship between departmental personnel's ratings of their perceptions of diversity and inclusion initiatives and work culture scores?	Diversity and Inclusion Perceptions Survey: Section 2 and Morehead Model of Workforce Commitment Survey: Each Department's Tier Score
Dependent: Work culture		

**Qualitative.** Five 1-hour focus group sessions were utilized to collect data for the qualitative portion of this study. Immediately following the collection of the quantitative data, qualitative data were collected through two open-ended questions. These questions

served as the impetus for generating discussion and dialogue that better informed and supported the results of the quantitative data.

Focus groups provide several benefits, especially when used to support and clarify quantitative data. These benefits include providing clarification regarding participants' perceptions, feelings, and opinions about issues. Focus groups also provide participants with a venue to express their opinions in a safe and respectful environment. As facilitators prepare for focus group discussions, two key elements are important in this preparation: (1) the careful development of open-ended questions and (2) the facilitator's ability to appropriately engage the group (Kitzinger, 1995).

Table 3 provides alignment of the two qualitative focus group questions with section 2 of the Diversity and Inclusion Perceptions Survey.

Table 3

*Qualitative Focus Group Questions and Survey Alignment*

Focus Group Questions	Quantitative Survey Sections
Question 1: What factors influenced your rating of questions on the survey?	Diversity and Inclusion Perceptions Survey: Section 2
Question 2: What additional strategies/initiatives do you feel would positively impact your work culture?	<ul style="list-style-type: none"> <li>• Relationship with Team Members</li> <li>• Relationship with Manager</li> <li>• Individual's Behaviors and Attitudes</li> <li>• Overall Work Culture</li> </ul>
	Diversity and Inclusion Perceptions Survey: Section 1

### **Data Collection Procedure**

Quantitative and qualitative data for this study were collected at the same time during each 60-minute focus group session. The researcher utilized the following

procedures to collect data for this study.

The researcher met with each manager of the five departments/areas included in this study to

- discuss focus group session content and format,
- schedule a time and date for the focus group session, and
- discuss and ensure that no identifying information would be included in the results of the study.

During each of the five focus group sessions, data were collected using a two-step process. First, quantitative data were collected using the Diversity and Inclusion Perceptions Survey, followed by qualitative data collected through two open-ended questions. Procedures are outlined below.

- The researcher greeted staff members and reminded them of the purpose of the focus group.
- The Diversity and Inclusion Perceptions Survey was displayed one section at a time, according to the three sections on the survey. Data for survey sections 1 and 3 were obtained through paper responses from departmental personnel, since these sections related to demographics and identifying and rank ordering strategies/initiatives for which they had participated. Departmental personnel utilized the ARS clickers to questions in section 2 of the survey. A pie chart was generated for each question after all participants entered their responses.
- Upon completion of the survey, using data results generated in the pie charts, the researcher reviewed the results and facilitated discussion by asking the two qualitative questions: (1) What factors influenced your rating of questions

on the survey, and (2) What additional strategies/initiatives do you feel would positively impact your work culture? The researcher appointed recorders from the focus group to also write responses on chart paper. All data were saved and analyzed later to answer the research questions in this study.

- The researcher accessed archival data to retrieve work culture Tier scores for each department/area. These Tier scores were analyzed with the results of the perception information from the Diversity and Inclusion Perceptions Survey to determine whether a relationship existed between departmental personnel ratings of their perceptions of diversity and inclusion initiatives and work culture scores.

### **Data Analysis**

**Quantitative.** The Statistical Analysis System (SAS) was utilized to analyze the data in this study. The variables in the study included perceptions of diversity and inclusion initiatives and work culture. The variable diversity and inclusion initiatives for the purpose of this study is defined as workshops, mentoring, coaching, and use of web-based information. Descriptive statistical analysis, a two-sample  $z$  test, and linear regression were used to analyze data for the three research questions.

Descriptive statistics were utilized to describe and determine frequency of diversity and inclusion initiatives selected by managers and staff. A two-sample  $z$  test was utilized to determine if there was a difference between the managers' and staff members' perceptions of the effectiveness of diversity and inclusion initiatives. Linear regression was utilized to determine if there was a relationship between each department's ratings of the effectiveness of diversity and inclusion initiatives and each department's work culture score (Tier score).



Huck (2012) described descriptive statistics, a two-sample  $z$  test, and linear regression in the following ways. Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. A two-sample  $z$  test, also called a test of independence, is used to determine if one variable is dependent on another. Linear regression is used to determine the extent to which there is a relationship between a dependent variable and one or more independent variables.

**Qualitative.** Qualitative data generated from the two open-ended questions during the five focus groups were analyzed by the researcher using coding and identifying themes. The researcher decided to analyze the data by hand because (1) there was a small amount of data and (2) identifying common themes using coding by hand was more manageable.

The researcher identified common themes from focus group responses which were used to provide a stronger understanding of departmental personnel's perceptions regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. According to Creswell (2014), an advantage of utilizing an explanatory sequential mixed-methods design is it provides a stronger understanding of the problem being investigated. In this study, the qualitative data were used to better inform the quantitative data.

Table 4 provides an alignment of data analysis for this study with the explanatory sequential mixed-methods design.

Table 4

*Explanatory Sequential Mixed Methods*

Method	Data Collection	Statistical Procedure
<div style="border: 1px solid black; padding: 5px; text-align: center;">Quantitative Data Collection (QUAN)</div> <div style="text-align: center;">↓</div>	<ul style="list-style-type: none"> <li>• Diversity and Inclusion Perceptions Survey in focus groups</li> <li>• Archival Data (Work Culture Tier Scores)</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Two-Sample <math>z</math> test</li> <li>• Linear Regression</li> </ul>
<div style="border: 1px solid black; padding: 5px; text-align: center;">Qualitative Data Collection (qual)</div> <div style="text-align: center;">↓</div>	<ul style="list-style-type: none"> <li>• Focus Group Discussion resulting from Quantitative survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Coding</li> <li>• Themes</li> </ul>
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">Interpretation</div>	<ul style="list-style-type: none"> <li>• Mixing of quantitative and qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative results used to better inform quantitative results</li> <li>• Discussion</li> <li>• Recommendations for further study</li> </ul>

**Limitations of Study**

This study was an explanatory sequential mixed-methods design in which quantitative and qualitative survey data were collected through focus groups. Limitations of the study include (1) participation in the study was limited to five departments within the specified hospital health system; (2) only departments to which the researcher had provided diversity and inclusion assistance were included in the study; (3) participants

may have used bias in completing the survey in a focus group setting; and (4) there may have been turnover in staff within the five selected departments since the researcher's work with the group, thus yielding a lower participation rate.

### **Summary**

This study was an explanatory sequential mixed-methods design, and the purpose was to determine the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship existed between perceptions of departmental personnel and their departments' work culture scores.

This chapter described the steps that were taken to conduct the study. Detailed description of the research design, variables for the study, population, instruments, and means for analysis of the data were presented. Chapter 4 presents the findings of the study with Chapter 5 presenting conclusions and recommendations.

## **Chapter 4: Findings**

### **Introduction**

The purpose of this mixed-methods explanatory sequential study was to determine the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship existed between perceptions of departmental personnel and their departments' work culture scores. This study incorporates three theories which include the Lewin-Schein Model of Change Theory (Lewin, 1951; Schein, 1992); the Fredrick Herzberg's Two-Factor Theory (Zaballero & Kim, 2014); and the Agency Theory (Eisenhardt, 1989).

Data for the study were collected through both quantitative and qualitative methods, with quantitative being the primary method. Qualitative data were used to better inform the quantitative data. The three research questions for this investigation were

1. What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures?
  - 1a. What are the differences between managers' and staff members' ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?
2. What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences, if any, are identified by managers and staff?
3. What is the relationship between departmental personnel's ratings of their

perceptions of diversity and inclusion initiatives and work culture scores?

Quantitative and qualitative data for this study were collected at the same time during five 60-minute focus group sessions using ARS clickers. Three instruments were utilized to gather data for the study. Two quantitative instruments were utilized to gather data for this study. The first instrument was the Diversity and Inclusion Perceptions Survey, modified by the researcher based on an existing survey which was originally developed by Zemba (2011).

The Diversity and Inclusion Perceptions Survey was developed by the researcher to include three sections to address the three quantitative research questions in this study. Section 2 of the survey was developed to address Research Questions 1,1a, and 3. Section 1 of the survey was developed to address Research Question 2, and section 3 was developed to collect demographics for the study. During the focus groups, departmental personnel were asked to complete by hand survey section 1 (identify diversity and inclusion initiatives in which they had been involved and rank order the top three most useful) and section 3 (demographics). The ARS clicker system was utilized to complete section 2; the 20 statements followed by discussion to address the two qualitative questions.

Qualitative data were collected during each focus group session upon completion of the quantitative survey by asking two open-ended questions. The two qualitative questions that guided the focus group discussion included (1) What factors influenced your rating of questions on the survey; and (2) What additional strategies/initiatives do you feel would positively impact your work culture? Since these data were collected immediately upon completion of the quantitative survey, it provided staff personnel with the opportunity to engage in dialogue that further informed and supported their ratings on

the Diversity and Inclusion Perceptions Survey.

The second instrument was the Morehead Model of Workforce Commitment Survey. This instrument provided each department's work culture Tier score, which was represented with a numerical value. The work culture score was needed to determine whether a relationship existed between departmental personnel's perceptions of diversity and inclusion initiatives and their work culture Tier scores. The third means for data collection was the collection of qualitative data through focus group sessions.

According to Creswell (2014), when an instrument is modified, validity and reliability should be reestablished. Validity and reliability for this instrument were established through two means. Two experts in the field of diversity reviewed the contents of the Diversity and Inclusion Perceptions Survey to establish clarity of questions, clarity of instructions to participants, and the overall structure of the instrument, content validity. The two experts made several suggestions regarding revising the wording of the survey instructions for sections 1 and 2. Suggestions were also made to include in section 1, definitions of diversity and inclusion initiatives and diverse and inclusive work cultures in order to provide participants with clarity as they selected and ranked initiatives. Rewording several survey questions in section 2 was also recommended.

Content validity of the questions on the survey was supported through the literature conducted in Chapter 2. Secondly, the researcher piloted the survey (utilizing a focus group session) with staff members in a department within the hospital health system which was not part of the sample population in order to establish reliability. Results of this pilot are included below.

Upon establishing reliability and validity for the quantitative survey and

administering it through focus group discussions, several means were utilized to analyze the data for the study that included descriptive statistical analysis, a two-sample  $z$  test and linear regression using the SAS program. Qualitative data generated from the two open-ended questions administered during the five focus groups were analyzed by the researcher using coding and identifying themes.

This portion of the study reports the results of the pilot study and quantitative and qualitative data collected.

### **Pilot Study**

The purpose of this pilot study was to further validate the Diversity and Inclusion Perceptions Survey, modified by the researcher to ensure (1) that instructions were comprehensible, (2) further clarity of questions, (3) feasibility of using ARS clickers, and (4) the appropriateness and timing for implementation of focus groups (Simon, 2011). Administering the survey in a pilot would provide additional support for the recommendations made by the two experts in the field of diversity.

Participants for the pilot included seven staff members of a department within the hospital health system that had experienced an increase in work culture Tier scores but was not included in this study. The Diversity and Inclusion Perceptions Survey was administered to the participants (Appendix C). At the conclusion of section 2 (the 20 questions), participants had the opportunity to engage in dialogue using two qualitative questions regarding the way in which they responded to the 20 questions. The purpose of this dialogue was to determine the feasibility of the two qualitative questions. Results of the pilot were as follows.

- Questions were clearly stated for the intended purpose.

- The Likert scale was appropriate for responding to questions.
- ARS system was a good alternative for administering the survey.
- The timing to administer the survey in the focus groups was appropriate, 60 minutes with the recommendation to reduce the three focus group questions to two.

Due to the low number of participants (seven) who participated in the pilot, a Cronbach Alpha was unable to be run. With the reliability and validity of the Diversity and Inclusion Perceptions Survey addressed by the two experts in the field of diversity and pilot study staff members, the survey was prepared to administer to the five departments/areas included in this study.

However, in order to establish reliability of the Diversity and Inclusion Perceptions Survey, a Cronbach Alpha was run on the first administration of the survey, Department B, which included more participants. Cronbach's alpha is a measure of internal consistency to evaluate how closely items within a group are related. This alpha value is derived through the following formula:

$$\alpha = \frac{N \cdot c}{v + (N - 1) \cdot c}$$

Where  $\alpha$  is Cronbach's Alpha, N is the number of survey constructs identified in the survey (4), c is the average inter-item covariance among survey constructs, and v is the average variance among the survey constructs. Cronbach's alpha is a coefficient of reliability and is not considered a statistical test. An alpha value greater than .7 is generally considered to indicate good reliability, while a value of .6 is considered to indicate a low but acceptable value of reliability. Department B yielded an alpha value of



.796346, which indicates strong reliability.

The next portion of this chapter presents the quantitative and qualitative results. Data are organized and presented by research questions for each of the five departments.

### **Quantitative and Qualitative Analysis**

**Descriptive findings.** The total sample of survey participants consisted of 15 males or 21.7% and 54 females or 78.3%. There were a total of 69 usable surveys completed in the focus groups by 14 managers or 20.3% and 55 staff members or 79.7%. The final sample of survey participants consisted of two employees in the 18-24 year age group or 2.9%, seven employees in the 25-29 year age group or 10.1%, nine employees in the 30-39 year age group or 13.0%, 21 employees in the 40-49 year age group or 30.4%, 27 employees in the 50-59 year age group or 39.1%, and three employees in the 60-69 year age group or 4.5%. The final survey consisted of 24 employees with 1-5 years of experience or 34.8%, 24 employees with 6-10 years of experience or 34.8%, 13 employees with 11-15 years of experience or 18.8%, two employees with 16-20 years of experience or 2.9%, and six employees with 21 or more years of experience or 8.7%. The final survey consisted of four employees of Asian/Asian-American/South Asian ethnicity or 5.8%, 35 employees of Black/African-American (non-Hispanic) ethnicity or 50.7%, 3 employees of Hispanic/Latino ethnicity or 4.4%, and 27 employees of White-non-Hispanic ethnicity or 39.1%. Tables 5-9 present the demographic information for this study.

Table 5

*Survey Participant Demographics: Gender*

Gender	Employees	Percent
Male	15	21.7
Female	54	78.3
Total	69	100.0

Table 6

*Survey Participant Demographics: Job Position*

Position	Employees	Percent
Manager	14	20.3
Staff	55	79.7
Total	69	100.0

Table 7

*Survey Participant Demographics: Age Group*

Age Group	Employees	Percent
18-24 Years	2	2.9
25-29 Years	7	10.1
30-39 Years	9	13.0
40-49 Years	21	30.4
50-59 Years	27	39.1
60-69 Years	3	4.5
Total	69	100.0

Table 8

*Survey Participant Demographics: Experience*

Experience	Employees	Percent
Less than 1 Year	0	0.0
1-5 Years	24	34.8
6-10 Years	24	34.8
11-15 Years	13	18.8
16-20 Years	2	2.9
21 or more Years	6	8.7
Total	69	100.0

Table 9

*Survey Participant Demographics: Ethnicity*

Ethnicity	Employees	Percent
Asian/Asian-American/South Asian	4	5.8
Black/African-American (non-Hispanic)	35	50.7
Hispanic/Latino	3	4.4
Native American/Alaskan/Pacific Islander	0	0.0
White non-Hispanic	27	39.1
Middle-Eastern/Northern African	0	0.0
Biracial	0	0.0
Other	0	0.0
Total	69	100.0

**Comparative findings.** The Diversity and Inclusion Perceptions Survey was administered to five departments in 60-minute focus groups using the ARS clicker system. For the purpose of this study, diversity and inclusion initiatives are identified as (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information and are included in section 1 of the

survey. The researcher worked with the five departments to provide them with these initiatives. However, every department had not been provided with all five initiatives.

Survey participants were presented with 20 statements and asked to consider the diversity and inclusion initiative in which they had been involved over the past 4 years (from section 1 of the survey) and consider their impact (usefulness) as they rated the statements using a 5-point scale when determining whether they strongly disagree (1) with each statement, or strongly agree (5) as presented in Table 10.

Table 10

*Diversity and Inclusion Perceptions Survey Numerical Scoring: Likert Scale*

Survey Scale	Numerical Value
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 11 presents the demographic information by manager and departmental personnel for each of the five departments.

Table 11

*Survey Participant Demographics: Job Position*

Position	Dept. A	%	Dept. B	%	Dept. C	%	Dept. D	%	Dept. E	%
Manager	2	25.0	9	37.5	1	7.1	1	7.7	1	10.0
Staff	6	75.0	15	62.5	13	92.9	12	92.3	9	90.0
Total	8	100.0	24	100.0	14	100.0	13	100.0	10	100.0

### **Research Question 1**

Research Question 1 asked, “What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures?”

Section 2 of the Diversity and Inclusion Perceptions Survey provided data to address this research question. Departmental personnel were asked to consider the diversity and inclusion initiatives in which they had been involved over the past 4 years as they rated the statements. They were asked to rate the statements using a 5-point scale where 1=strongly disagree and 5=strongly agree. They were asked to consider as they rated the statements whether the diversity and inclusion initiatives in which they had been involved were useful (impactful) in regards to improving and sustaining their work cultures. The diversity and inclusion initiatives they were to consider included (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information.

Section 2 of the Diversity and Inclusion Perceptions Survey was grouped into four constructs with five statements under each. The four constructs included (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual’s Behavior and Attitudes, and (4) Overall Work Culture.

Statistical testing for the five departments was conducted by the four constructs and used to determine the perceptions of departmental personnel regarding the impact (usefulness) of diversity and inclusion initiatives in improving and sustaining productive work cultures and if any of the four constructs could be identified as impactful (useful).

To determine which constructs could be identified as impactful (useful), the average collected result for every statement within each construct was calculated, and a

One-Sample  $z$  Test was conducted to determine if there was any statistical significance in identifying the constructs as impactful (useful).

- **Null Hypothesis ( $H_0$ ):** Survey constructs are not considered to be impactful within department personnel.
- **Alternative Hypothesis ( $H_A$ ):** Survey constructs are considered to be impactful within department personnel.
- The following equation was used:

$$z = \frac{(\bar{x} - \mu)}{\frac{\sigma}{\sqrt{n}}}$$

The  $z$  score yielded from the above equation yielded a  $p$  value, which is the probability that the null hypothesis listed above is true. If this  $p$  value is less than the significance level (.05 for this test), there will be enough statistical significance to conclude that the alternative hypothesis is true. In this case, the constructs have been identified as impactful (useful), therefore indicating departmental personnel perceived the diversity and inclusion initiatives as impactful (useful) in improving and sustaining their work culture for the identified constructs.

Tables 12-16 present data for the five departments regarding perceptions of departmental personnel and the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Upon completion of section 2 of the Diversity and Inclusion Perceptions Survey, departmental personnel were asked the following qualitative question, “What Factors Influenced Your Rating of Questions on the Survey?” Departmental personnel’s responses were coded and categorized in major themes. Qualitative data for this research question appear at the end of this section.

Table 12 shows the perceptions of departmental personnel regarding the impact of

diversity and inclusion initiatives in improving and sustaining productive work cultures in regards to the four constructs of section 2 on the Diversity and Inclusion Perceptions Survey. The data indicated there was no significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures in the survey constructs Relationship with Team Members, Individuals Behavior and Attitudes, and Overall Work Cultures. The obtained  $p$  value for these constructs was not less than .05 level of significance.

The obtained  $p$  value ( $z=8.83$ ,  $p=0$ ) for the construct Relationship with Manager was less than .05 and indicated a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures.

Table 12

*A One-Sample z Test of Departmental Personnel Perceptions of Diversity and Inclusion Initiatives Usefulness: Department A*

Survey Constructs	Number of Participants	Average Result	Standard Deviation	z Score	p Value (probability that null hypothesis is true)
Relationship with Team Members	8	4.08	0.797	0.27	.39506
Relationship with Manager	8	4.9	0.303	8.38	0*
Individual's Behavior and Attitudes	8	4.28	0.847	0.92	.1792
Overall Work Cultures	8	4.35	0.949	1.04	.1484

*Note.*  $p$  value  $< .05$ ; \*indicates significance.

Table 13, Department B, shows the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures in regards to the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey. The data in Table 13 indicated there is a significant relationship for all four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures. The obtained  $p$  value for all four constructs is less than .05. The obtained  $p$  values are as follows: Relationship with Team Members ( $z=7.31$ ,  $p=.000000000000137$ ); Relationship with Manager ( $z=2.99$ ,  $p=.0014$ ); Individuals Behavior and Attitudes ( $z=5.99$ ,  $p=.00000000108$ ); and Overall Work Culture ( $z=7.31$ ,  $p=.0000665$ ); indicating a significant relationship does exist.



Table 13

*A One-Sample z Test of Departmental Personnel Perceptions of Diversity and Inclusion Initiatives Usefulness: Department B*

Survey Constructs	Number of Participants	Average Result	Standard Deviation	z Score	p Value (probability that null hypothesis is true)
Relationship with Team Members	24	4.69	0.464	7.31	.000000000000137*
Relationship with Manager	24	4.5	0.820	2.99	.0014*
Individual's Behavior and Attitudes	24	4.68	0.552	5.99	.00000000108*
Overall Work Culture	24	4.53	0.673	3.82	.0000665*

*Note.*  $p$  value  $< .05$ ; \*indicates significance.

Table 14, Department C, shows the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures in regards to the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey. The data in Table 14 indicated there is a significant relationship for three of the four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures.

The obtained  $p$  value for Relationship with Manager ( $z=1.28$ ,  $p=.0995$ ) is not less than .05 level of significance, indicating a significant relationship does not exist. The obtained  $p$  value for the other three constructs is less than .05. The obtained  $p$  values are

as follows, indicating a significant relationship does exist: Relationship with Team Members ( $z=2.70$ ,  $p=.0035$ ); Individuals Behavior and Attitudes ( $z=2.10$ ,  $p=.0179$ ); and Overall Work Culture ( $z=2.096$ ,  $p=.0181$ ).

Table 14

*A One-Sample z Test of Departmental Personnel Perceptions of Diversity and Inclusion Initiatives Usefulness: Department C*

Survey Constructs	Number of Participants	Average Result	Standard Deviation	z Score	p Value (probability that null hypothesis is true)
Relationship with Team Members	14	4.47	0.653	2.70	.0035*
Relationship with Manager	14	4.3	0.874	1.28	.0995
Individual's Behavior and Attitudes	14	4.39	0.687	2.10	.0179*
Overall Work Culture	14	4.37	0.663	2.096	.0181*

Note.  $p$  value  $<.05$ ; \*indicates significance.

Table 15, Department D, shows the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures in regards to the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey. The data in Table 15 indicated there is a significant relationship for all four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in

improving and sustaining their work cultures. The obtained  $p$  value for all four constructs is less than .05. The obtained  $p$  values are as follows, indicating a significant relationship does exist: Relationship with Team Members ( $z=2.46$ ,  $p=.0070$ ); Relationship with Manager ( $z=6.83$ ,  $p=.0000000000043$ ); Individuals Behavior and Attitudes ( $z=3.72$ ,  $p=.000098$ ); and Overall Work Culture ( $z=4.85$ ,  $p=.00000062$ ).

Table 15

Survey Constructs	Number of Participants	Average Result	Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	13	4.42	0.610	2.46	.0070*
Relationship with Manager	13	4.79	0.414	6.83	.0000000000043*
Individual's Behavior and Attitudes	13	4.6	0.581	3.72	.000098*
Overall Work Culture	13	4.68	0.503	4.85	.00000062*

Note.  $p$  value <.05; \*indicates significance.

Table 16, Department E, shows the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures in regards to the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey. The data in Table 16 indicated there is a significant relationship for two of the four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful)

in improving and sustaining their work cultures.

The obtained  $p$  value for Relationship with Team Members ( $z=1.24$ ,  $p=.1079$ ) and Overall Work Culture ( $z=1.42$ ,  $p=.0778$ ) are not less than .05 level of significance, indicating a significant relationship does not exist. The obtained  $p$  value for the other two constructs is less than .05. The obtained  $p$  values are as follows, indicating a significant relationship does exist: Relationship with Manager ( $z=4.36$ ,  $p=.00000646$ ) and Individual's Behavior and Attitudes ( $z=3.39$ ,  $p=.0003$ ).

Table 16

*A One-Sample  $z$  Test of Departmental Personnel Perceptions of Diversity and Inclusion Initiatives Usefulness: Department E*

Survey Constructs	Number of Participants	Average Result	Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	10	4.26	0.664	1.24	.1079
Relationship with Manager	10	4.66	0.479	4.36	.00000646*
Individual's Behavior and Attitudes	10	4.54	0.503	3.39	.0003*
Overall Work Culture	10	4.32	0.713	1.42	.0778

*Note.*  $p$  value  $<.05$ ; \*indicates significance.

Table 17, shows summary data for Departments A through E and addresses Research Question 1, the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures

in regards to the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey. The data in Table 17 present the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture), and whether the Null Hypothesis was accepted or rejected for each survey construct within the five departments; with rejection indicating significance with a  $p$  value less than .05. The Null Hypothesis was rejected for the majority of the survey constructs for all departments. Department C was the only department that the Null Hypothesis was accepted for the survey construct Relationship with Manager. The Null Hypothesis was accepted for the survey constructs Relationship with Team Members and Overall Work Culture for Departments A and E.

Table 17

*Research Question 1: Summary Table Departments A through E (Perceptions of Departmental Personnel of Impact of Diversity and Inclusion Initiatives)*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Accepted
Relationship with Manager	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected
Individual's Behavior and Attitudes	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected
Overall Work Culture	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Accepted

Table 18 shows qualitative data for Research Question 1. The quantitative survey was administered to managers and staff in five departments in 60-minute focus groups. Two qualitative questions were posed to staff members as part of the focus group sessions in an effort to better inform the way in which staff members rated the questions on the quantitative survey by determining major themes from their discussion. These themes resulted from discussion generated by departmental personnel regarding their perceptions and ratings of the four constructs included on the survey related to diversity and inclusion initiatives in which they had been involved.

The two qualitative questions posed to the group included (1) What factors influenced your rating of questions on the survey; and (2) What additional strategies/initiatives do

you feel would positively impact your work culture? The researcher compiled the comments from all five focus group sections, coded them and identified major themes. Table 18 provides the major themes that emerged from the five focus groups as identified by the two focus group questions.

Department A identified two themes, (1) Effective Training and Education and (2) Open Communication within Department, as factors that influenced their ratings on the survey. These themes provide support for the construct Relationship with Manager as significant because Effective Training and Education and Open Communication within departments are the direct responsibility of the manager to provide for staff. During the focus group discussion, staff members stated the following: “Our willingness to listen and have open communication allowed for addressing problems promptly.” “Our manager has been extremely responsive to issues of workflow and scheduling.” “Although our department is not perfect, we have grown with the diversity training that has been provided; but, we need to continue to work to make more improvement.”

Therefore, it can be concluded from quantitative and qualitative data that there is a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work culture for the construct Relationship with Manager on the Diversity and Inclusion Perceptions Survey for Department A.

Department B identified two themes—(1) Open Communication with Emphasis on Diversity, Differences, and Respect; and (2) Training and Workshops to Increase Awareness—as factors that influenced their ratings on the survey. All four survey constructs indicated a significant relationship in departmental personnel perceptions of

diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work culture. These themes provide support for the constructs Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture. During the focus group discussion, staff members stated the following: "I feel that I have contributed to our positive work culture because I looked back at some situations involving my differences and others' reactions since the beginning of my work here and also learned to adapt to others' differences." "Managers seem to communicate with us and have an understanding of our needs." "Managers should continue to work in a partnership with us to provide more education and training."

Therefore, it can be concluded from quantitative and qualitative data that there is a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures for all four constructs on the Diversity and Inclusion Perceptions Survey for Department B.

Department C identified three themes—(1) Increase in Teamwork, (2) Trusting Atmosphere, and (3) Diversity Workshops—as factors that influenced their ratings on the survey. Three of the four survey constructs indicated a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work culture. Themes identified by departmental staff provide support for the constructs Relationship



with Team Members, Individual's Behavior and Attitudes, and Overall Work Culture.

During the focus group discussion, staff members stated the following: "Our manager should communicate with us more often." "I feel I work well with other staff members, which has added to our working atmosphere." "There needs to be more input from staff members." "I feel everything is working well in our department."

Therefore, it can be concluded from quantitative and qualitative data that there is a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures for three of the constructs on the Diversity and Inclusion Perceptions Survey for Department C.

Department D identified three themes—(1) Working Together as a Team, (2) Increased Communication, and (3) Workshops—as factors that influenced their ratings on the survey. All four survey constructs indicated a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work culture. These themes provide support for the constructs Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture. During the focus group discussion, staff members stated the following: "Meetings/workshops such as this help to increase awareness, keep open dialogue about diversity and respect." "I agree; however, we need to continue to focus on adding new initiatives and training."

Therefore, it can be concluded from quantitative and qualitative data that there is

a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures for all four constructs on the Diversity and Inclusion Perceptions Survey for Department D.

Department E identified three themes—(1) Increase Awareness of Diversity, (2) Increased Conversations among Coworkers, and (3) Diversity Workshops—as factors that influenced their ratings on the survey. Two of the four survey constructs indicated a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work culture. Themes identified by departmental staff provide support for the constructs Relationship with Team Manager and Individual’s Behavior and Attitudes. During the focus group discussion, staff members stated the following: “Some staff members need to show more respect while working.” “Open communication by our manager has helped our department.” “Our manager is respectful and fair to everyone.” “Diversity workshops have been great.”

Therefore, it can be concluded from quantitative and qualitative data that there is a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures for three of the constructs on the Diversity and Inclusion Perceptions Survey for Department E.

Table 18

*Major Themes Reflected by Five Departmental Focus Groups: What Factors Influenced Your Rating of Questions on the Survey?*

Department	Major Themes
Department A	Effective Training and Education Open Communication within Department
Department B	Open Communication with Emphasis on Diversity, Differences and Respect Training and Workshops to Increase Awareness
Department C	Increase in Teamwork Trusting Atmosphere Diversity Workshops
Department D	Working Together as a Team Increased Communication Workshops
Department E	Increased Awareness of Diversity Increased Conversations Among Coworkers Diversity Workshops

**Research Question 1a.** “What are the differences between managers’ and staff members’ ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?” Research Question 1a, is a subquestion to Research Question 1. Section 2 of the Diversity and Inclusion Perceptions Survey provided data to address this research question. This question sought to determine whether there was a difference between managers’ and staff members’ ratings on the four constructs of the survey: (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual’s Behavior and Attitudes, and (4) Overall Work Culture.

Each departmental personnel was identified as a staff member or manager, and a two-sample  $z$  test was conducted on each survey construct to determine if there was statistical significance in concluding there was a difference in perception between staff members' and managers' ratings. The significance level of this test is  $\alpha=.05$  (when the  $p$  value is found). In conducting this test, the null and alternative hypotheses had to first be identified.

- **Null Hypothesis( $H_0$ ):** There is no difference between manager ratings and staff member ratings of the survey constructs (Average Manager Rating= Average Staff Member Rating)
- **Alternative Hypothesis( $H_A$ ):** There is a difference between manager and staff member ratings of the survey constructs (Average Manager Rating is not equal to Average Staff Member Rating)

The test statistic for this hypothesis test ( $z$ ) was calculated using the following formula:

$$z = \frac{(\bar{x}_1 - \bar{x}_2) - d_0}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

Where  $X_1$  is the average manager score,  $X_2$  is the average staff member score,  $d_0$  is the difference between the two sample means in which the null hypothesis is testing (in this case, the null hypothesis states that the two sample sizes are equal, so  $d_0$  will be 0),  $\sigma_1^2$  is the standard deviation of the manager sample,  $\sigma_2^2$  is the standard deviation of the staff member sample,  $n_1$  is the number of managers that participated in the survey, and  $n_2$  is the number of staff members that participated in the survey.

Once the  $z$  value was calculated, it was applied to the  $z$  table of standard normal distribution to determine the  $p$  value of this test. This  $p$  value was referred to as the

probability in which the null hypothesis can be accepted as true. If the  $p$  value is greater than the significance level .05, then the conclusion is there is not enough statistical significance to accept the alternative hypothesis as true and that the null hypothesis is true (there is no difference in manager and staff member ratings). However, if the  $p$  value is less than the significance level .05, then the conclusion is that there is enough statistical significance to conclude that the alternative hypothesis is true (there is a difference in manager and staff member ratings). Tables 19-23 present data for the five departments regarding whether there are differences between managers' and staff members' ratings with respect to their perceptions of usefulness of diversity and inclusion initiatives.

Table 19 presents data for Department A to determine if there are differences between managers' and staff members' ratings of the four survey constructs with respect to their perceptions of effectiveness of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information). The results of this research question indicated that no significant differences existed between the four constructs: (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual's Behavior and Attitudes, and (4) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance; therefore, concluding there is no significance differences between managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey for Department A.

Table 19

*A Two-Sample (Two-Tailed) z Test of Differences between Managers' and Staff Members' Ratings Regarding Perceptions of Impact (Usefulness) of Diversity and Inclusion Initiatives: Department A*

Survey Constructs	Staff # of Participants	Manager # of Participants	Staff Average Result	Manager Average Result	Staff Standard Deviation	Manager Standard Deviation	z Score	p Value (probability that null hypothesis is true)
Relationship with Team Members	6	2	4.03	4.2	0.890	0.422	0.35	0.7229
Relationship with Manager	6	2	4.9	4.9	0.305	0.316	0	1
Individual's Behavior and Attitudes	6	2	4.27	4.3	0.907	0.675	0.06	.9556
Overall Work Cultures	6	2	4.27	4.6	1.048	0.516	0.59	0.5535

*Note.*  $p$  value  $< .05$ ; \*indicates significance.

Table 20 presents data for Department B to determine if there are differences between managers' and staff members' ratings of the four survey constructs with respect to their perceptions of effectiveness of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information). The results of this research question indicated that no significant differences existed between the constructs (1) Relationship with Team Members and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance.

However, the  $p$  values for the survey constructs Relationships with Manager

( $z=3.39$ ,  $p=.0007$ ) and Individual's Behavior and Attitudes ( $z=3.23$ ,  $p=.0012$ ) were less than the .05 level of significance, indicating there was a significant difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

Table 20

*A Two-Sample (Two-Tailed)  $z$  Test of Differences between Managers' and Staff Members' Ratings Regarding Perceptions of Impact (Usefulness) of Diversity and Inclusion Initiatives: Department B*

Survey Constructs	Staff # of Participants	Manager # of Participants	Staff Average Result	Manager Average Result	Staff Standard Deviation	Manager Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	15	9	4.68	4.71	0.470	0.458	0.16	.8733
Relationship with Manager	15	9	4.2	5	0.915	0	3.39	.0007*
Individual's Behavior and Attitudes	15	9	4.48	5	0.623	0	3.23	.0012*
Overall Work Cultures	15	9	4.36	4.8	0.747	0.405	1.87	.0615

Note.  $p$  value  $<.05$ ; \*indicates significance.

Table 21 presents data for Department C to determine if there are differences between managers' and staff members' ratings of the four survey constructs with respect to their perceptions of effectiveness of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information). The results of this research question indicated that no significant differences existed between the constructs (1) Relationship with Managers and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the

.05 level of significance.

However, the  $p$  values for the survey constructs Relationships with Team Members ( $z=3.11$ ,  $p=.0019$ ) and Individual's Behavior and Attitudes ( $z=3.45$ ,  $p=.0005$ ) were less than the .05 level of significance, indicating there was a significant difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

Table 21

*A Two-Sample (Two-Tailed)  $z$  Test of Differences between Managers' and Staff Members' Ratings Regarding Perceptions of Impact (Usefulness) of Diversity and Inclusion Initiatives: Department C*

Survey Constructs	Staff # of Participants	Manager # of Participants	Staff Average Result	Manager Average Result	Staff Standard Deviation	Manager Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	13	1	4.43	5	0.661	0	3.11	.0019*
Relationship with Manager	13	1	4.28	4.6	0.893	0.548	0.54	.5909
Individual's Behavior and Attitudes	13	1	4.34	5	0.691	0	3.45	.0005*
Overall Work Cultures	13	1	4.34	4.8	0.668	0.447	0.95	.3404

*Note.*  $p$  value  $<.05$ ; \*indicates significance.

Table 22 presents data for Department D to determine if there are differences between managers' and staff members' ratings of the four survey constructs with respect to their perceptions of effectiveness of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based



information). The results of this research question indicated that no significant differences existed between the constructs (1) Relationship with Team Members and (2) Relationship with Manager. The obtained  $p$  values for these constructs were not less than the .05 level of significance.

However, the  $p$  values for the survey constructs Individual's Behavior and Attitudes ( $z=2.53$ ,  $p=.0113$ ) and Overall Work Cultures ( $z=2.35$ ,  $p=.0186$ ) were less than the .05 level of significance, indicating there was a significant difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

Table 22

*A Two-Sample (Two-Tailed) zTest of Differences between Managers' and Staff Members' Ratings Regarding Perceptions of Impact (Usefulness) of Diversity and Inclusion Initiatives: Department D*

Survey Constructs	Staff # of Participants	Manager # of Participants	Staff Average Result	Manager Average Result	Staff Standard Deviation	Manager Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	12	1	4.38	4.8	0.613	0.447	0.87	.3863
Relationship with Manager	12	1	4.77	5	0.427	0	1.90	.0581
Individual's Behavior and Attitudes	12	1	4.57	5	0.593	0	2.53	.0113*
Overall Work Cultures	12	1	4.65	5	0.515	0	2.35	.0186*

*Note.*  $p$  value <.05; \*indicates significance.

Table 23 presents data for Department E to determine if there are differences between managers' and staff members' ratings of the four survey constructs with respect

to their perceptions of effectiveness of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information). The results of this research question indicated a significant difference existed between ratings of managers and staff members for all four constructs. The obtained  $p$  value for the four constructs was less than the .05 level of significance:

Relationships with Team Members ( $z=3.80, p=.0001$ ); Relationship with Manager ( $z=2.31, p=.0208$ ); Individual's Behavior and Attitudes ( $z=3.03, p=.0024$ ); and Overall Work Culture ( $z=3.18, p=.0015$ ).

Table 23

*A Two-Sample (Two-Tailed)  $z$  Test of Differences between Managers' and Staff Members' Ratings Regarding Perceptions of Impact (Usefulness) of Diversity and Inclusion Initiatives: Department E*

Survey Constructs	Staff # of Participants	Manager # of Participants	Staff Average Result	Manager Average Result	Staff Standard Deviation	Manager Standard Deviation	$z$ Score	$p$ Value (probability that null hypothesis is true)
Relationship with Team Members	9	1	4.18	5	0.650	0	3.80	.0001*
Relationship with Manager	9	1	4.62	5	0.490	0	2.31	.0208*
Individual's Behavior and Attitudes	9	1	4.49	5	0.506	0	3.03	.0024*
Overall Work Cultures	9	1	4.24	5	0.712	0	3.18	.0015*

*Note.*  $p$  value <.05; \*indicates significance.

Table 24 shows summary data for Departments A through E and addresses Research Question 1a, “What are the differences between managers’ and staff members’ ratings of the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey.” The data in Table 24 present the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual’s Behavior and Attitudes, and Overall Work Culture) and whether the Null Hypothesis was accepted or rejected for each construct within the five departments; with rejection indicating significance with a  $p$  value less than .05. Department A was the only department where the Null Hypothesis was accepted for all four survey constructs, indicating there was no significant difference between the managers’ and staff members’ ratings. The Null Hypothesis was accepted for at least two of the survey constructs for Departments B, C, and D, indicating no significant difference existed between the managers’ and staff members’ ratings. On the other hand, the Null Hypothesis was rejected for two of the four constructs, indicating differences existed between the managers’ and staff members’ ratings for Departments B, C, and D. The Null Hypothesis was rejected for all four survey constructs in Department E, indicating differences existed between the managers’ and staff members’ ratings.

Table 24

*Research Question 1a: Summary Table Departments A through E (Differences between Managers' and Staff Members' Ratings on Diversity and Inclusion Perceptions Survey Section 2)*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Rejected
Relationship with Manager	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Rejected
Individual's Behavior and Attitudes	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Rejected
Overall Work Culture	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected

## Research Question 2

Research Question 2 asked, "What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences, if any, are identified by managers and staff?"

Section 1 of the Diversity and Inclusion Perceptions Survey provided data to address this research question. The researcher worked with the five departments to provide them with these initiatives. However, every department had not been provided with all five initiatives. For the purpose of this study, diversity and inclusion initiatives are identified as (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information and were included in

section 1 of the survey as such.

Departmental personnel were asked to think about the diversity and inclusion initiatives they had been involved in over the past 4 years. They were asked to check all that applied and rank order their selections in terms of the usefulness in contributing to a diverse and inclusive work culture in their department/area. Departmental personnel were asked to rank order their selections using 1, 2, and 3, with 1 representing the most useful and 3 representing the least useful. Most departmental personnel rank ordered only two initiatives which represented they had only participated in those two.

ARS clickers were not utilized for section 1 of the survey. Departmental personnel were provided with the Diversity and Inclusion Perceptions Survey (paper copy) to complete this section. The researcher compiled the data for Research Question 2 by hand. Table 25 presents the data for the five departments included in this study; followed by Table 26, qualitative data for focus group question 2, “What additional strategies/initiatives do you feel would positively impact your work culture?”

Table 25 shows the rankings of departmental personnel by manager and staff to determine types of diversity and inclusion initiatives they identified as useful to their work culture. Additionally, Table 25 shows if there are differences in rankings identified by managers and staff. Diversity and inclusion initiatives are identified as (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information. Most departments ranked their top two initiatives, with Department A (manager and staff) ranking their top three. Departments B and D (managers) ranked their top three initiatives as well. Zero indicates that the department had not been involved in that initiative.

Department A, managers and staff, ranked Workshops and Learning Modules as

1; Team Coaching as 2; and Use of Web-Based Information as 3 in terms of being most useful to their work culture. Department B, managers, ranked Workshops and Learning Modules as 1; Team Coaching as 2; and Executive Coaching as 3. Staff ranked Team Coaching as 1 and Workshops and Learning Modules as 2.

Department C, managers and staff, ranked Workshops and Learning Modules as 1 and Team Coaching as 2 in terms of being most useful to their work culture. Department D, manager, ranked Team Coaching as 1; Workshops and Learning Modules as 2; and Use of Web-Based Information as 3. Staff ranked Workshops and Learning Modules as 1 and Team Coaching as 2. Department E, managers and staff, ranked Workshops and Learning Modules as 1 and Team Coaching as 2 in terms of being most useful to their work culture.

All five departments (managers and staff) ranked either Workshops and Learning Modules and Team Coaching as 1 or 2, indicating these initiatives as most impactful (useful) to their work culture. Therefore, it can be concluded that departmental personnel identified diversity and inclusion initiatives, Workshops and Learning Modules and Team Coaching, as being more impactful (useful) to their work cultures. It can also be concluded there is no significant difference in manager and staff rankings.

During focus groups, departmental personnel were asked, “What additional strategies/initiatives do you feel would positively impact your work culture?” In addition to their rankings and identification of the top two or three diversity and inclusion initiatives in Table 25, discussion focused on other initiatives/strategies they felt needed to be considered that would also be useful to their work cultures.

Table 25

*Rankings of Top Three Diversity and Inclusion Initiatives Identified by Departmental Personnel as Most Impactful (Useful) to their Work Culture*

Diversity and Inclusion Initiatives	Manager Ranking	Staff Ranking
Department A		
Workshops and Learning Modules	1	1
Executive Coaching	0	0
Mentoring (one-on-one)	0	0
Team Coaching	2	2
Use of Web-Based Information	3	3
Department B		
Workshops and Learning Modules	1	2
Executive Coaching	3	0
Mentoring (one-on-one)	0	0
Team Coaching	2	1
Use of Web-Based Information	0	0
Department C		
Workshops and Learning Modules	1	1
Executive Coaching	0	0
Mentoring (one-on-one)	0	0
Team Coaching	2	2
Use of Web-Based Information	0	0
Department D		
Workshops and Learning Modules	2	1
Executive Coaching	0	0
Mentoring (one-on-one)	0	0
Team Coaching	1	2
Use of Web-Based Information	3	0
Department E		
Workshops and Learning Modules	1	1
Executive Coaching	0	0
Mentoring (one-on-one)	0	0
Team Coaching	2	2
Use of Web-Based Information	0	0

Table 26 presents data to answer focus group question 2, “What additional strategies/initiatives do you feel would positively impact your work culture?” Much discussion by departmental personnel occurred in the focus groups. The researcher guided each department in coming to consensus regarding their identification of strategies/initiatives.

Department A identified three strategies/initiatives: (1) Team Building Workshops, (2) Become Comfortable with the Uncomfortable, and (3) Provide Ownership/Involvement. Department B identified (1) Continue to Increase Communication, (2) Huddle time in AM for about 5-Minutes, and (3) Walk Together in Spare Time.

Department C identified three strategies/initiatives: (1) Use Respectful Tones with Everyone, (2) Continue to Work on Effective Communication, and (3) Model Respectful Behavior Daily. Department D identified two strategies/initiatives: (1) Continue to Work as a Team, and (2) Continue to Communicate Effectively. Department E identified (1) Practice More Active Listening, (2) Continue Inclusive Meetings, and (3) Continue Workshops and Trainings. It can be concluded from quantitative data and qualitative focus group data that although departmental personnel perceive Workshops and Learning Modules and Team Coaching as useful strategies to their work cultures, there are other strategies/initiatives that should be implemented in their departments to provide support to Workshops and Learning Modules and Team Coaching.



Table 26

*Major Themes Reflected by Five Departmental Focus Groups: What Additional Strategies/Initiatives do you Feel Would Positively Impact Your Work Culture?*

Department	Strategies/Initiatives
Department A	Team Building Workshops Become Comfortable with the Uncomfortable Provide Ownership/Involvement
Department B	Continue to Increase Communication Huddle time in AM for about 5-Minutes Walk Together in Spare Time
Department C	Use Respectful Tones with Everyone Continue to Work on Effective Communication Model Respectful Behavior Daily
Department D	Continue to Work as a Team Continue to Communicate Effectively
Department E	Practice More Active Listening Continue Inclusive Meetings Continue Workshops and Trainings

### **Research Question 3**

Research Question 3 asked, “What is the relationship between departmental personnel’s ratings of their perceptions of diversity and inclusion initiatives and work culture scores?”

Section 2 of the Diversity and Inclusion Perceptions Survey provided data to address personnel’s ratings (four constructs) of their perceptions of diversity and inclusion initiatives. There were 20 statements on section 2 of the Diversity and Inclusion Perceptions Survey that were included under four constructs: (1) Relationship

with Team Members, (2) Relationship with Manager, (3) Individual's Behavior and Attitudes, and (4) Overall Work Culture.

Department Tier scores were retrieved from the Morehead Model of Workforce Commitment Survey, the annual survey utilized by the hospital health system to determine how effectively departments are functioning in comparison to other departments in the hospital health system. The survey consists of 52 statements categorized under three domain areas that influence and sustain commitment. Within each domain, specific items measure facets of the organizational environment that can increase workforce commitment within the organization when acted upon by senior leaders, managers, and employees, thus increasing the overall organizational performance. Domain areas include (1) Organization, (2) Manager, and (3) Employee. The three domains are ultimately combined to determine a Tier Level (1, 2, or 3 expressed in a numerical value) for departments. Tier 1 is the desired Tier for all departments to reach.

Statistical analysis for this research question was conducted using two steps. Step one utilized Multiple Regression analysis to determine if a relationship existed between departmental personnel ratings of their perceptions of diversity and inclusion initiatives and departmental Tier scores. The purpose of this regression analysis was to determine if the perceptions of the initiatives (the results collected in section 2 on the Diversity and Inclusion Perceptions Survey) could be used as a means of predicting the value of departmental Tier scores. The average score of the five statements for each identified survey construct in the Diversity and Inclusion Perceptions Survey was calculated for each departmental personnel and was tested against the latest collected Tier score for each department in the following regression model:

### **Multiple Regression Model**

$$(\text{Departmental Tier Score}) = R_0 + R_1S_1 + R_2S_2 + R_3S_3 + R_4S_4$$

Where  $R_0$  is a numerical constant,  $S_1$ ,  $S_2$ ,  $S_3$ , and  $S_4$  are the average statement results for the four survey constructs: (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual's Behaviors and Attitudes, and (4) Overall Work Culture; and  $R_1$ ,  $R_2$ ,  $R_3$ , and  $R_4$  being the regression coefficient associated with each associated survey construct. A Hypothesis test for Multiple Regression was conducted to determine if there was statistical significance in using this multiple regression model to predict whether a relationship existed with departmental Tier scores. The appropriateness of this multiple regression model as a whole was tested by the  $f$  test in the ANOVA table.

- **Null Hypothesis ( $H_0$ ):** There is no usefulness in using the perceptions of the identified survey constructs in the Diversity and Inclusion Perceptions survey as a means of determining a relationship with departmental Tier scores.
  - $R_1 = R_2 = R_3 = R_4 = 0$
- **Alternative Hypothesis ( $H_A$ ):** Perception of at least one of the identified survey constructs in the Diversity and Inclusion Perceptions survey has statistical significance in determining a relationship with departmental Tier scores.
  - **At least one of the values among  $R_1$ ,  $R_2$ ,  $R_3$ , and  $R_4$  has a value of nonzero.**

The test statistic yielded in this test ( $f$ ) was applied to the  $f$  distribution table to determine the  $p$  value, or the probability of the null hypothesis being true. A  $p$  value that is lower than the specified significance level (.05) will cause the Alternative Hypothesis

to be accepted. A  $p$  value lower than the .05 level of significance (as in 0) in the Multiple Regression Analysis indicate at least one of the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified on the Diversity and Inclusion Perceptions Survey has relationship with the department's Tier score, thus requiring a second step to the statistical analysis.

In step 2 each survey construct (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) was also tested on an individual level to determine if departmental personnel's ratings on section 2 of the Diversity and Inclusion Perceptions Survey had a relationship to departmental Tier scores. In other words, each statement was tested to determine if the regression coefficient ( $R_x$ ) associated with each survey statement in the regression model has a value of zero. A statistical  $t$  test for regression slope was conducted to test the null hypothesis that each regression coefficient was zero.

- **Null Hypothesis ( $H_0$ ):** The departmental personnel's ratings of their perceptions of the survey constructs have no relationship with departmental Tier scores.
  - **(Departmental Tier Score),  $R_0 + R_1S_1 + R_2S_2 + R_3S_3 + R_4S_4$** 
    - $R_x, 0$  for work cluster  $S_x$
- **Alternative Hypothesis ( $H_A$ ):** The departmental personnel's ratings of their perceptions of the survey constructs do have a relationship with departmental Tier scores.
  - **(Departmental Tier Score),  $R_0 + R_1S_1 + R_2S_2 + R_3S_3 + R_4S_4$**

- $R_x \neq 0$  for work cluster  $S_x$

The test statistic yielded in this test ( $t$ ) was applied to the  $t$  distribution table of Critical Values to determine the  $p$  value, or the probability of the null hypothesis being true. A  $p$  value lower than the specified significance level of .05 will provide the statistical significance needed to reject the null hypothesis.

Table 27 provides the Tier scores for each department included in this study. Tables 28-32 present two tables for each department, the Multiple Regression statistics with each department's  $p$  value as 0, less the .05 level of significance; meaning that at least one of the four constructs on the Diversity and Inclusion Perceptions Survey has a significant relationship with the department's Tier score. The second table indicated as "A" will present the survey constructs that have a significant relationship with Tier scores for each department included in this study. Table 27 provides the Work Culture Tier scores demonstrating growth during the time that the researcher worked with each department.

Table 27

*Departmental Work Culture Tier Scores*

Department	Pre Tier Score	Post Tier Score
A	3.98	4.05
B	4.09	4.42
C	3.53	4.18
D	4.47	4.58
E	3.67	4.29

Table 28 shows a  $p$  value of 0 which is less than the .05 significance level, thus rejecting the null hypothesis, proving that there is enough statistical significance in using

this multiple regression model and that at least one of the constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified in the Diversity and Inclusion Perceptions Survey has a statistically significant relationship to Department A's Tier score.

Table 28

*Multiple Regression Analysis: To Determine Whether a Relationship Exists between Departmental Survey Ratings and Tier Score: Department A*

	SS	df	MS	F	<i>p</i>
Model	.01956	4	.00489	1311.19	0**
Error	.00004102	11	.00000373		
Corrected Total	.01960	15			

*Note.* *p* value <.05; \*indicates significance; \**p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 28A presents data for Department A to identify constructs on the Diversity and Inclusion Perceptions Survey that have a *p* value less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of their of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score. The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Members and (2) Overall Work Culture. The obtained *p* values for these constructs were not less than the .05 level of significance.

However, the *p* values for the survey constructs Relationship with Manager ( $t=12.54, p=.0$ ) and Individual's Behavior and Attitudes ( $t=3.20, p=.0085$ ) were less than the .05 level of significance, indicating a significant relationship between departmental

personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

Table 28A

*T test: Departmental Survey Constructs of Relationship of Personnel's Ratings and Work Culture Tier Scores: Department A*

Survey Construct	Parameter Estimate( $R_x$ )	Standard Error	$t$ Value	$p$ Value (probability that null hypothesis is true)
Intercept( $R_0$ )	3.85260	.00392	984.03	0**
Relationship with Team Members( $S_1$ )	.00092271	.00134	0.69	.5048
Relationship with Manager( $S_2$ )	.02503	.00200	12.54	0**
Individual's Behavior and Attitudes( $S_3$ )	.01365	.00426	3.20	.0085*
Overall Work Culture( $S_4$ )	.00289	.00211	1.37	.1971

*Note.*  $p$  value <.05; \*indicates significance; \*\* $p$  value has been rounded to 0, as actual  $p$  value was too small to be calculated by statistical software.

Table 29 shows a  $p$  value of 0 which is less than the .05 significance level, thus rejecting the null hypothesis, proving that there is enough statistical significance in using this multiple regression model and that at least one of the constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified in the Diversity and Inclusion Perceptions Survey has a

statistically significant relationship to Department B's Tier score.

Table 29

*Multiple Regression Analysis: To Determine Whether a Relationship Exists between Departmental Survey Ratings and Tier Score: Department B*

	SS	df	MS	F	<i>p</i>
Model	1.27420	4	.31855	420.22	0**
Error	.03260	43	.000075806		
Corrected Total	1.30680	47			

*Note.* *p* value <.05; \*indicates significance; \**p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 29A presents data for Department B to identify constructs on the Diversity and Inclusion Perceptions Survey that have a *p* value less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of their of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score. The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Manager and (2) Overall Work Culture. The obtained *p* values for these constructs were not less than the .05 level of significance. However, the *p* values for the survey constructs Relationship with Team Members ( $t=11.50$ ,  $p=.0$ ) and Individual's Behavior and Attitudes ( $t=2.21$ ,  $p=.0324$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.



Table 29A

*T Test: Departmental Survey Constructs of Relationship of Personnel's Ratings and Work Culture Tier Scores: Department B*

Survey Construct	Parameter Estimate( $R_x$ )	Standard Error	<i>t</i> Value	<i>p</i> Value (probability that null hypothesis is true)
Intercept( $R_0$ )	3.52776	.01917	184.00	0**
Relationship with Team Members( $S_1$ )	.15681	.01364	11.50	0**
Relationship with Manager( $S_2$ )	-.00751	.01613	-0.47	.6437
Individual's Behavior and Attitudes( $S_3$ )	.05034	.02276	2.21	.0324*
Overall Work Culture( $S_4$ )	-.01085	.02259	-0.48	.6336

*Note.* *p* value < .05; \*indicates significance; \*\**p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 30 shows a *p* value of 0 which is less than the .05 significance level, thus rejecting the null hypothesis, proving that there is enough statistical significance in using this multiple regression model and that at least one of the constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified in the Diversity and Inclusion Perceptions Survey has a statistically significant relationship to Department C's Tier score.

Table 30

*Multiple Regression Analysis: To Determine Whether a Relationship Exists between Departmental Survey Ratings and Tier Score: Department C*

	SS	df	MS	F	<i>p</i>
Model	2.40487	4	.60122	120.11	0* <sup>+</sup>
Error	.11513	23	.00501		
Corrected Total	2.52000	27			

*Note.* *p* value <.05; \*indicates significance; <sup>+</sup>*p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 30A presents data for Department C to identify constructs on the Diversity and Inclusion Perceptions Survey that have a *p* value less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of their of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score. The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Manager and (2) Individual's Behavior and Attitudes. The obtained *p* values for these constructs were not less than the .05 level of significance. However, the *p* values for the survey constructs Relationship with Team Members ( $t=3.06$ ,  $p=.0056$ ) and Overall Work Culture ( $t=2.98$ ,  $p=.0066$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

Table 30A

*T Test: Departmental Survey Constructs of Relationship of Personnel's Ratings and Work Culture Tier Scores: Department C*

Survey Construct	Parameter Estimate( $R_x$ )	Standard Error	$t$ Value	$p$ Value (probability that null hypothesis is true)
Intercept( $R_0$ )	2.35437	.07238	32.53	0* <sup>+</sup>
Relationship with Team Members( $S_1$ )	.13421	.04393	3.06	.0056*
Relationship with Manager( $S_2$ )	.09858	.05273	1.87	.0744
Individual's Behavior and Attitudes( $S_3$ )	-.02422	.06810	-0.36	.7253
Overall Work Culture( $S_4$ )	.20455	.06853	2.98	.0066*

*Note.*  $p$  value <.05; \*indicates significance; <sup>+</sup> $p$  value has been rounded to 0, as actual  $p$  value was too small to be calculated by statistical software.

Table 31 shows a  $p$  value of 0 which is less than the .05 significance level, thus rejecting the null hypothesis, proving that there is enough statistical significance in using this multiple regression model and that at least one of the constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified in the Diversity and Inclusion Perceptions Survey has a statistically significant relationship to Department D's Tier score.

Table 31

*Multiple Regression Analysis: To Determine Whether a Relationship Exists between Departmental Survey Ratings and Tier Score: Department D*

	SS	df	MS	F	<i>p</i>
Model	.07777	4	.01944	465.32	0**
Error	.00087747	21	.00004178		
Corrected Total	.07865	25			

*Note.* *p* value <.05; \*indicates significance; \**p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 31A presents data for Department D to identify constructs on the Diversity and Inclusion Perceptions Survey that have a *p* value less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of their of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score. The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Member and (2) Overall Work Culture. The obtained *p* values for these constructs were not less than the .05 level of significance. However, the *p* values for the survey constructs Relationship with Manager ( $t=5.58, p=.0$ ) and Individual's Behavior and Attitudes ( $t=2.12, p=.0462$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

Table 31A

*T Test: Departmental Survey Constructs of Relationship of Personnel's Ratings and Work Culture Tier Scores: Department D*

Survey Construct	Parameter Estimate( $R_x$ )	Standard Error	$t$ Value	$p$ Value (probability that null hypothesis is true)
Intercept( $R_0$ )	3.85260	.00392	984.03	0**
Relationship with Team Members( $S_1$ )	.01457	.00701	2.08	.0502
Relationship with Manager( $S_2$ )	.03106	.00557	5.58	0**
Individual's Behavior and Attitudes( $S_3$ )	.01406	.00664	2.12	.0462*
Overall Work Culture( $S_4$ )	.00610	.00667	0.90	.3775

*Note.*  $p$  value <.05; \*indicates significance; \*\* $p$  value has been rounded to 0, as actual  $p$  value was too small to be calculated by statistical software.

Table 32 shows a  $p$  value of 0 which is less than the .05 significance level, thus rejecting the null hypothesis, proving that there is enough statistical significance in using this multiple regression model and that at least one of the constructs (Relationship with Team Members, Relationship with Manager, Individual's Behaviors and Attitudes, and Overall Work Culture) identified in the Diversity and Inclusion Perceptions Survey has a statistically significant relationship to Department E's Tier score.

Table 32

*Multiple Regression Analysis: To Determine Whether a Relationship Exists between Departmental Survey Ratings and Tier Score: Department E*

	SS	df	MS	F	<i>p</i>
Model	1.87143	4	.46786	138.79	0**
Error	.05057	15	.00337		
Corrected Total	1.92200	19			

*Note.* *p* value <.05; \*indicates significance; +*p* value has been rounded to 0, as actual *p* value was too small to be calculated by statistical software.

Table 32A presents data for Department E to identify constructs on the Diversity and Inclusion Perceptions Survey that have a *p* value less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of their of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score. The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Members, (2) Individual's Behavior and Attitudes, and (3) Overall Work Culture. The obtained *p* values for these constructs were not less than the .05 level of significance.

However, the *p* value for the survey construct Relationship with Manager ( $t=5.07$ ,  $p=.0001$ ) was less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

Table 32A

*T Test: Departmental Survey Constructs of Relationship of Personnel's Ratings and Work Culture Tier Scores: Department E*

Survey Construct	Parameter Estimate( $R_x$ )	Standard Error	$t$ Value	$p$ Value (probability that null hypothesis is true)
Intercept( $R_0$ )	2.57429	.07673	33.55	0**
Relationship with Team Members( $S_1$ )	.04609	.06034	0.76	.4568
Relationship with Manager( $S_2$ )	.33604	.06627	5.07	.0001*
Individual's Behavior and Attitudes( $S_3$ )	.02953	.06621	0.45	.6619
Overall Work Culture( $S_4$ )	-.04371	.06393	-0.68	.5046

*Note.*  $p$  value < .05; \*indicates significance; \* $p$  value has been rounded to 0, as actual  $p$  value was too small to be calculated by statistical software.

Table 33 shows summary data for Departments A through E and addresses Research Question 3, “What is the relationship between departmental personnel’s ratings of the four constructs in section 2 on the Diversity and Inclusion Perceptions Survey and departmental work culture Tier scores.” The data in Table 33 present the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual’s Behavior and Attitudes, and Overall Work Culture) and whether the Null Hypothesis was accepted or rejected for each construct within the five departments, with rejection indicating significance with a  $p$  value less than .05. The Null Hypothesis was rejected for at least one or two of the four survey constructs for all five departments.

Table 33

*Research Question 3: Summary Table Departments A through E (Relationship between Departmental Personnel's Ratings on Diversity and Inclusion Perceptions Survey Section 2 and Work Culture Tier Scores)*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Accepted
Relationship with Manager	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Rejected
Individual's Behavior and Attitudes	Null Hypothesis Rejected	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Accepted
Overall Work Culture	Null Hypothesis Accepted	Null Hypothesis Accepted	Null Hypothesis Rejected	Null Hypothesis Accepted	Null Hypothesis Accepted

### Summary

In this chapter, findings for the study were presented. The chapter was divided into two sections, descriptive findings and comparative findings. Quantitative and qualitative findings were presented as collected in focus group discussions. A two-sample  $z$  test and linear regression were utilized to analyze the quantitative findings. Coding and identifying themes from responses to two open-ended questions were utilized to analyze qualitative data. Summary, conclusions, and recommendations related to this study are presented in Chapter 5.



## **Chapter 5: Summary, Conclusions, and Recommendations**

### **Introduction**

As organizations work to improve their efficiency in all areas, they must continuously implement a cycle that includes strong leadership practices; effective diversity and inclusion practices that value, respect, and include input from employees; and measures to assess the work culture. As organizations assess their work culture, follow-up and acting upon recommendations help to strengthen practices. Organizations should also be willing to adopt and support strategic plans that address clear expectations for diverse and inclusive work environments (Jamison & Miller, 2003; Mayhew, n.d.).

Leaders who are transformational, facilitative, and distributive in their leadership practices are needed in organizations that are focused on learning new ways that will lead to productive change. These leaders are focused on inclusiveness, collaboration, and providing opportunities for all staff members to grow and gain new learning through workshops, training, mentoring, and coaching. They are aware of characteristics of highly effective work teams and develop collaborative ways to continuously measure the effectiveness of their organizations (Bennis, 2009; Burns, 1978; Jones et al., 2013).

This study is related to how organizations in the 21st century can affect change through continuous improvement efforts. Continuous improvement within organizations is predicated upon several factors which include (1) the organization's ability to recognize the need for change; (2) the organization's ability to identify and implement the needed change; (3) the organization's ability to sustain the change through acceptance and becoming comfortable with the new processes and strategies; and (4) leadership, management, and staff working together collaboratively in a diverse and inclusive environment (Cox, 2001; Pless & Maak, 2004).

Therefore, the purpose of this study was to determine the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, this study sought to determine whether a relationship existed between perceptions of departmental personnel and their departments' work culture scores. This chapter provides the summary of findings, a discussion of the conclusions, and recommendations for further study.

### **Summary of Findings**

Data for the study were collected through a Diversity and Inclusion Perceptions Survey with five departments in 60-minute focus groups using ARS clickers. Two qualitative questions were posed to each group upon completion of the survey in order to generate discussion and to clarify and support staff members' ratings on the survey: (1) What factors influenced your rating of questions on the survey; and (2) What additional strategies/initiatives do you feel would positively impact your work culture? The total sample of survey participants consisted of 15 males (21.7%) and 54 females (78.3%) for a total of 69 participants including managers and staff. An analysis of the data pertaining to the testing of the three research questions was presented in Chapter 4. A summary of the results follows.

### **Research Question 1**

“What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures?”

**Department A.** Data indicated there was a significant relationship with one of the four survey constructs. There was no significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based

information) as being impactful (useful) in improving and sustaining their work cultures in the survey constructs Relationship with Team Members, Individuals Behavior and Attitudes, and Overall Work Cultures. The obtained  $p$  value for these constructs was not less than .05 level of significance.

The obtained  $p$  value ( $z=8.83$ ,  $p=0$ ) for the construct Relationship with Manager was less than .05 and indicated a significant relationship in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures. Qualitative themes resulting from the focus group to answer the question, “What factors influenced your rating of questions on the survey,” included Effective Training and Education and Open Communication within Department.

**Department B.** Data indicated there was a significant relationship for all four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures. The obtained  $p$  value for all four constructs is less than .05. The obtained  $p$  values are as follows: Relationship with Team Members ( $z=7.31$ ,  $p=.000000000000137$ ); Relationship with Manager ( $z=2.99$ ,  $p=.0014$ ); Individuals Behavior and Attitudes ( $z=5.99$ ,  $p=.00000000108$ ); and Overall Work Culture ( $z=7.31$ ,  $p=.0000665$ ). Qualitative themes resulting from the focus group to answer the question, “What factors influenced your rating of questions on the survey,” included Open Communication with Emphasis on Diversity, Differences and Respect, and Training and Workshops to Increase Awareness.

**Department C.** Data indicated there was a significant relationship for three of the four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures.

The obtained  $p$  value for Relationship with Manager ( $z=1.28, p=.0995$ ) is not less than .05 level of significance, indicating a significant relationship does not exist. The obtained  $p$  value for the other three constructs is less than .05. The obtained  $p$  values are as follows: Relationship with Team Members ( $z=2.70, p=.0035$ ); Individuals Behavior and Attitudes ( $z=2.10, p=.0179$ ); and Overall Work Culture ( $z=2.096, p=.0181$ ).

Qualitative themes resulting from the focus group to answer the question, “What factors influenced your rating of questions on the survey,” included Increase in Teamwork, Trusting Atmosphere, and Diversity Workshops.

**Department D.** Data indicated there was a significant relationship for all four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures. The obtained  $p$  value for all four constructs is less than .05. The obtained  $p$  values are as follows: Relationship with Team Members ( $z=2.46, p=.0070$ ); Relationship with Manager ( $z=6.83, p=.0000000000043$ ); Individuals Behavior and Attitudes ( $z=3.72, p=.000098$ ); and Overall Work Culture ( $z=4.85, p=.00000062$ ).

Qualitative themes resulting from the focus group to answer the question, “What factors influenced your rating of questions on the survey,” included Working Together as a Team, Increased Communication, and Workshops.

**Department E.** Data indicated there was a significant relationship for two of the four constructs in departmental personnel perceptions of diversity and inclusion initiatives (workshops and learning modules, executive coaching, mentoring, team coaching, and use of web-based information) as being impactful (useful) in improving and sustaining their work cultures. The obtained  $p$  value for Relationship with Team Members ( $z=1.24$ ,  $p=.1079$ ) and Overall Work Culture ( $z=1.42$ ,  $p=.0778$ ) are not less than .05 level of significance, indicating a significant relationship does not exist. The obtained  $p$  value for the other two constructs is less than .05. The obtained  $p$  values are as follows: Relationship with Manager ( $z=4.36$ ,  $p=.00000646$ ) and Individual's Behavior and Attitudes ( $z=3.39$ ,  $p=.0003$ ). Qualitative themes resulting from the focus group to answer the question, "What factors influenced your rating of questions on the survey," included Increased Awareness of Diversity, Increased Conversations among Coworkers, and Diversity Workshops.

It can be concluded for Research Question 1 that departmental personnel perceive the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture) as impactful (useful) in improving and sustaining productive work cultures. Qualitative themes resulting from focus groups support this research question. Table 34 presents summary data for Research Question 1.

Table 34

*Summary Table of Findings: Research Question 1*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	$p$ value not less than .05	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value not less than .05
Relationship with Manager	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value not less than .05	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)
Individual's Behavior and Attitudes	$p$ value not less than .05	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)
Overall Work Culture	$p$ value not less than .05	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value less than .05 (Significant Relationship)	$p$ value not less than .05

**Research Question 1a**

“What are the differences between managers’ and staff members’ ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?”

**Department A.** The results of this research subquestion indicated that no significant differences existed between the four constructs: (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual’s Behavior and Attitudes, and (4) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance; therefore, there is no significant difference between managers’ and staff members’ ratings on the Diversity and Inclusion Perceptions Survey for Department A.

**Department B.** The results of this research subquestion indicated that no significant differences existed between the constructs (1) Relationship with Team Members and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationships with Manager ( $z=3.39, p=.0007$ ) and Individual's Behavior and Attitudes ( $z=3.23, p=.0012$ ) were less than the .05 level of significance, indicating there was a difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

**Department C.** The results of this research subquestion indicated that no significant differences existed between the constructs (1) Relationship with Managers and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationships with Team Members ( $z=3.11, p=.0019$ ) and Individual's Behavior and Attitudes ( $z=3.45, p=.0005$ ) were less than the .05 level of significance, indicating there was a difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

**Department D.** The results of this research subquestion indicated that no significant differences existed between the constructs (1) Relationship with Team Members and (2) Relationship with Manager. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Individual's Behavior and Attitudes ( $z=2.53, p=.0113$ ) and Overall Work Cultures ( $z=2.35, p=.0186$ ) were less than the .05 level of significance, indicating there was a difference in managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey.

**Department E.** The results of this research subquestion indicated a significant

difference existed between ratings of managers and staff members for all four constructs. The obtained  $p$  value for the four constructs was less than the .05 level of significance: Relationships with Team Members ( $z=3.80, p=.0001$ ); Relationship with Manager ( $z=2.31, p=.0208$ ); Individual's Behavior and Attitudes ( $z=3.03, p=.0024$ ); and Overall Work Cultures ( $z=3.18, p=.0015$ ).

It can be concluded that the only department where there was no difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey was Department A. Departments B through E indicated there was a significant difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey. Table 35 presents summary data for Research Question 1a.



Table 35

*Summary Table of Findings: Research Question 1a*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	$p$ value not less than .05	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)
Relationship with Manager	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)	$p$ value not less than .05	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)
Individual's Behavior and Attitudes	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)	$p$ value less than .05 (Significant Difference)	$p$ value less than .05 (Significant Difference)	$p$ value less than .05 (Significant Difference)
Overall Work Culture	$p$ value not less than .05	$p$ value not less than .05	$p$ value not less than .05	$p$ value less than .05 (Significant Difference)	$p$ value less than .05 (Significant Difference)

**Research Question 2**

“What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what differences, if any, are identified by managers and staff?”

**Department A.** Managers and staff ranked Workshops and Learning Modules as 1, Team Coaching as 2, and Use of Web-Based Information as 3 in terms of being most useful to their work culture. Qualitative data resulting from the focus group to answer the question, “What additional strategies/initiatives do you feel would positively impact your work culture,” included Team Building, Become Comfortable with the Uncomfortable,

and Provide Ownership/Involvement.

**Department B.** Managers ranked Workshops and Learning Modules as 1, Team Coaching as 2, and Executive Coaching as 3. Staff ranked Team Coaching as 1 and Workshops and Learning Modules as 2. Qualitative data resulting from the focus group to answer the question, “What additional strategies/initiatives do you feel would positively impact your work culture,” included Continue to Increase Communication, Huddle Time in AM for about 5-Minutes, and Walk Together in Spare Time.

**Department C.** Managers and staff ranked Workshops and Learning Modules as 1 and Team Coaching as 2 in terms of being most useful to their work culture. Qualitative data resulting from the focus group to answer the question, “What additional strategies/initiatives do you feel would positively impact your work culture,” included Use Respectful Tones with Everyone, Continue to Work on Effective Communication, and Model Respectful Behavior Daily.

**Department D.** Managers ranked Team Coaching as 1, Workshops and Learning Modules as 2, and Use of Web-Based Information as 3. Staff ranked Workshops and Learning Modules as 1 and Team Coaching as 2. Qualitative data resulting from the focus group to answer the question, “What additional strategies/initiatives do you feel would positively impact your work culture,” included Continue to Work as a Team and Continue to Communicate Effectively.

**Department E.** Managers and staff ranked Workshops and Learning Modules as 1 and Team Coaching as 2 in terms of being most useful to their work culture. Qualitative data resulting from the focus group to answer the question, “What additional strategies/initiatives do you feel would positively impact your work culture,” included Practice More Active Listening, Continue Inclusive Meetings, and Continue Workshops

and Trainings.

All five departments (managers and staff) ranked either Workshops and Learning Modules or Team Coaching as 1 or 2, indicating these initiatives as most impactful (useful) to their work culture. It can be concluded that departmental personnel identified Diversity and Inclusion Initiatives, Workshops and Learning Modules, and Team Coaching as being more impactful (useful) to their work cultures. However, departmental personnel identified additional strategies/initiatives through focus groups to also implement in their departments to support a positive diverse and inclusive work culture. It can also be concluded there is no significant difference in manager and staff rankings. Table 36 presents summary data for Research Question 2.

Table 36

*Summary Table of Findings: Research Question 2*

Diversity and Inclusion Initiatives	Department A	Department B	Department C	Department D	Department E
Workshops and Learning Modules	Manager & Staff Ranked 1	Manager Ranked 1 Staff Ranked 2	Manager & Staff Ranked 1	Manager Ranked 1 Staff Ranked 2	Manager & Staff Ranked 1
Executive Coaching	Not Ranked	Manager Ranked 3	Not Ranked	Not Ranked	Not Ranked
Mentoring (one-on-one)	Not Ranked	Not Ranked	Not Ranked	Not Ranked	Not Ranked
Team Coaching	Manager & Staff Ranked 2	Manager Ranked 2 Staff Ranked 1	Manager & Staff Ranked 2	Manager Ranked 1 Staff Ranked 2	Manager & Staff Ranked 2
Use of Web-based Information	Manager & Staff Ranked 3	Not Ranked	Not Ranked	Manager Ranked 3	Not Ranked

**Research Question 3**

“What is the relationship between departmental personnel’s ratings of their perceptions of diversity and inclusion initiatives and work culture scores?”

**Department A.** The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Members and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationship with

Manager ( $t=12.54, p=.0$ ) and Individual's Behavior and Attitudes ( $t=3.20, p=.0085$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

**Department B.** The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Manager and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationship with Team Members ( $t=11.50, p=.0$ ) and Individual's Behavior and Attitudes ( $t=2.21, p=.0324$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

**Department C.** The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Manager and (2) Individual's Behavior and Attitudes. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationship with Team Members ( $t=3.06, p=.0056$ ) and Overall Work Culture ( $t=2.98, p=.0066$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

**Department D.** The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Member and (2) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  values for the survey constructs Relationship with

Manager ( $t=5.58, p=.0$ ) and Individual's Behavior and Attitudes ( $t=2.12, p=.0462$ ) were less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

**Department E.** The results of this research question indicated no significant differences existed between the constructs (1) Relationship with Team Members, (2) Individual's Behavior and Attitudes, and (3) Overall Work Culture. The obtained  $p$  values for these constructs were not less than the .05 level of significance. The  $p$  value for the survey construct Relationship with Manager ( $t=5.07, p=.0001$ ) was less than the .05 level of significance, indicating a significant relationship between departmental personnel's ratings of diversity and inclusion initiatives (survey section 2) and the department's work culture Tier score.

It can be concluded for Research Question 3 that there is a significant relationship between departmental personnel ratings of their perceptions of diversity and inclusion initiatives and work culture Tier scores. Table 37 presents summary data for Research Question 3.

Table 37

*Summary Table of Findings: Research Question 3*

Survey Constructs	Department A	Department B	Department C	Department D	Department E
Relationship with Team Members	No Significant Relationship	Significant Relationship Existed	Significant Relationship Existed	No Significant Relationship	No Significant Relationship
Relationship with Manager	Significant Relationship Existed	No Significant Relationship	No Significant Relationship	Significant Relationship Existed	Significant Relationship Existed
Individual's Behavior and Attitudes	Significant Relationship Existed	Significant Relationship Existed	No Significant Relationship	Significant Relationship Existed	No Significant Relationship
Overall Work Culture	No Significant Relationship	No Significant Relationship	Significant Relationship Existed	No Significant Relationship	No Significant Relationship

Following are conclusions gleaned from the summary of findings for this study.

Conclusions incorporate the related literature for this study which included research conducted in the areas of (1) diverse and inclusive work cultures, (2) characteristics of highly effective teams, (3) workplace diversity initiatives, and (4) measures for assessing work cultures.

Conclusions will also connect information about the Lewin-Schein Model of Change Theory (Lewin, 1951; Schein, 1992); the Fredrick Herzberg's Two-Factor Theory (Zaballero & Kim, 2014); and the Agency Theory (Eisenhardt, 1989), the three theories incorporated in this study.

## Conclusion 1

**Research Question 1.** “What are the perceptions of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures.” Section 2 of the Diversity and Inclusion Perceptions Survey provided the data for this research question. For the purpose of this study, diversity and inclusion initiatives were identified as (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information and are included in section 1 of the survey.

Survey participants were presented with 20 statements and asked to consider the diversity and inclusion initiative in which they had been involved over the past 4 years (from section 1 of the survey) and consider their impact (usefulness) as they rated the statements using a 5-point scale when determining whether they strongly disagreed (1) with each statement or strongly agreed (5).

The common survey construct that four (departments A, B, D, and E) of the five departments identified as most impactful (useful) in improving their work cultures was Relationship with Manager. Department C did not identify Relationship with Manager as an impactful (useful) construct.

An examination of the survey ratings for all departments with respect to the construct Relationship with Manager indicated of the five departments, Department C was the only department that personnel rated several statements as strongly disagree, disagree, or neutral. All other departments (A, B, D, and E) rated the five statements under the construct Relationship with Manager as agree or strongly agree. During the focus group discussion, Department C personnel discussed issues of trust, lack of ongoing dialogue, and the lack of ability to voice their opinions with the manager. Major



themes identified by Department C as a result of the focus group discussion (Increase in Teamwork, Trusting Atmosphere, and Diversity Workshops) are more aligned with the constructs they indicated as more impactful (useful) to their work culture: Relationship with Team Members, Individual's Behavior and Attitudes, and Overall Work Culture.

Departments B and D identified all four constructs as most impactful (useful) in improving their work culture. An examination of the survey ratings for Departments B and D indicated departmental personnel rated the majority of the statements under all four constructs as agree or strongly agree. Dialogue during the focus group discussion by both departmental personnel indicated improvements in communication, an awareness of diversity differences and respect, teamwork, and a value for education and awareness.

Major themes identified by both departments during focus group discussions support the ratings in the four constructs (Department B: Open Communication with Emphasis on Diversity, Differences and Respect, and Training and Workshops to Increase Awareness; Department D: Working together as a Team, Increased Communication, and Workshops).

It can be assumed through the focus group discussion that Department C was experiencing more problematic issues within their department that managers are ultimately responsible for providing for their staff than the other departments. Managers are responsible for providing multiple opportunities for staff to engage in initiatives such as workshops, open communication, and training that will enhance their work environment.

In organizations that are inclusive in nature, there are atmospheres of fairness, respect, equality, dignity, and autonomy. These principles promoted daily become a natural part of how the organization does business on a daily basis ("An Employer's

Guide to Creating an Inclusive Workplace,” 2010).

Jones et al. (2013) described leaders who utilize distributive leadership as having collaborative workplaces by which trust and respect are the cornerstones. Organizations reflecting this kind of leadership have open cultures in which reflective practice is an integral part. Distributive leadership can be described as having four dimensions which require the leaders to cultivate a context of trust, a culture of autonomy, collaborative relationships, and an atmosphere within the organization that change is important and is achieved through cycles of planning, acting, observing, and reflecting.

According to Harris (2014), the most important focus of distributive leadership is on building collaborative relationships that encourage, nurture, and develop leadership capabilities in team members within organizations. All team members are seen as experts and integral parts to the success of the organization. Everyone is accountable and responsible for leadership within their work areas and all ideas are discussed and considered as the organization engages in goal setting, problem solving, discussions, and meetings.

It can be concluded that Department C may be experiencing more issues with their manager in terms of being a distributive leader than Departments A, B, and D. Therefore, this could be attributed to the department’s nonselection of the construct Relationship with Manager as being impactful (useful) to their work culture as other departments indicated.

It can also be assumed that Departments A, B, D, and E (especially Departments B and D who identified all four survey constructs as impactful (useful) to their work culture) understand the Model of Change Theory (Lewin, 1951; Schein, 1992). In this model, organizations experience three phases of change: unfreezing, changing, and

refreezing. According to Lewin (1951) and Shein (1992), refreezing means the organization has moved through the unfreezing and changing processes effectively. Employees have accepted the change and are comfortable with new processes and strategies. The new ways of doing business have become a natural part of the organization's culture. During this stage, efforts must be made to ensure change is not lost. Lewin and Shein reminded leaders that the Model of Change is cyclical and may need to be repeated periodically based on the organization's culture and assessment results.

A collective examination of the five departments' ratings for Research Question 1 concludes that departmental personnel perceived the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture) as impactful (useful) in improving and sustaining productive work cultures (Appendix D). Qualitative themes resulting from focus groups support this research question.

**Research Question 1a.** Research Question 1a asked, "What are the differences between managers' and staff members' ratings with respect to their perceptions of the effectiveness of diversity and inclusion initiatives?" Section 2 of the Diversity and Inclusion Perceptions Survey provided the data for this research question.

A review of the summary of findings revealed Department A was the only department in which there was no significant difference for all four survey constructs between managers' and staff members' ratings on the Diversity and Inclusion Perceptions Survey with respect to their perceptions of the usefulness of diversity and inclusion initiatives. Departments B, C, D, and E revealed there was a significant difference in one or more of the survey constructs between managers' and staff members' ratings on the

### Diversity and Inclusion Perceptions Survey.

A review of participant survey ratings concluded managers in the four departments tended to rate statements under the four survey constructs as either agree or strongly agree, with the majority rating strongly agree. Staff members in Department A tended to rate the statements on the survey more aligned with their two managers' ratings, indicating an agreement in perceptions of managers and staff members that Department A work culture is positive. Department A's work culture Tier score supports this perception. The department increased its work culture Tier score in 2013 from 3.98 to 4.05 in 2014. A work culture score of 4.05 is categorized as Tier 2. Therefore, Department A is moving in the right direction to make Tier 1, the hospital health system's desired Tier level, for all departments and areas.

Although Departments B, C, D, and E increased their work culture Tier scores to Tier 1, staff members tended to rate the survey construct statements differently from managers; with some ratings reflecting disagree, strongly disagree, and neutral on several survey constructs which concludes there are areas where these departments should continue to work on in terms of sustaining positive diverse and inclusive work cultures. These issues as outlined in Research Question 1 include improvements in communication, an awareness of diversity differences and respect, teamwork, and a value for education and awareness.

According to research, the differences in managers' and staff members' ratings can be attributed to several principles that include differences in perceptions and job dissatisfaction among staff members associated with Herzberg's (1968) Two-Factor Theory and principles associated with the Agency Theory (Eisenhardt, 1989).

As organizations work to build inclusive cultures, alternative ways of viewing

reality must be available to all stakeholders. As part of this reality, Pless and Maak (2004) stated that organizations should begin what they call ongoing discursive learning processes. These processes should be aimed at raising awareness among staff members that different people perceive reality differently based on such dimensions as their culture, gender, background experiences, values, and underlying assumptions about things. Discursive learning processes help people better understand why the beliefs and actions of others may be different from theirs. It is important that learning processes emphasize that all voices, crafts, and skills are equal and valued within the organization. One of the most crucial parts of managing diversity is valuing and validating diverse moral claims. Valuing and validating diverse and moral claims can only succeed if everyone is included in the organization's processes.

The Fredrick Herzberg Two-Factor Theory identifies two elements that function independently of each other, job satisfaction and job dissatisfaction. There are two prongs to this theory, motivators and hygiene factors. Motivators develop from positive intrinsic conditions within the job such as challenging work, achievement, recognition, and personal growth (Herzberg, 1968). These are factors that often contribute to increased staff productivity.

Hygiene, on the other hand, deals with extrinsic factors that result from organizational policies, supervisory practices, and salaries. Hygiene factors do not add to positive employee satisfaction. However, their absence will result in dissatisfaction when employee job status, job security, salary, working conditions, and fringe benefits are in jeopardy, thus affecting the work culture in organizations. As organizations strive to become more productive with high-performing work teams, motivators and hygiene factors are necessary (Herzberg, 1968).

Agency theory is used to distinguish between the interest of workers and management. In high-performing organizations, management has to support, model, and provide opportunities for staff and themselves to participate in diversity initiatives. It is the responsibility of staff members to engage in efforts that are aligned with the organization's strategic plan and core values. Agency theory is used to address conflict of interest between the management (the principal) and the staff (agent) when there are differences regarding policies, attitudes, and risk taking. In order for organizations to remain competitive, work teams must remain innovative and take risks as they utilize the diverse talents and skills of the workforce (Eisenhardt, 1989).

It can be concluded that Departments A through E should continue to work on their work culture using a variety of diversity and inclusion strategies as identified in the focus group discussion in response to the two focus group questions. Managers especially in Departments B, C, D, and E should ensure they remain aware of staff member perceptions of the work environment through using the principles included in research related to raising awareness and encouraging reflection found in the Two-Factor Theory by Herzberg (1968) and the Agency Theory by (Eisenhardt, 1989).

In conclusion for Research Question 1a, the only department where there was no difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey was Department A. Departments B through E indicated there was a significant difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey.

## **Conclusion 2**

Research Question 2 asked, "What types of diversity and inclusion initiatives are identified by departmental personnel as useful to their work culture; and what

differences, if any, are identified by managers and staff?”

Section 1 of the Diversity and Inclusion Perceptions Survey provided data to address this research question. The researcher worked with the five departments to provide them with these initiatives. However, every department had not been provided with all five initiatives. For the purpose of this study, diversity and inclusion initiatives are identified as (1) workshops and learning modules, (2) executive coaching, (3) mentoring, (4) team coaching, and (5) use of web-based information and were included in section 1 of the survey as such.

Departmental personnel were asked to think about the diversity and inclusion initiatives they had been involved in over the past 4 years. They were asked to check all that applied and rank order their selections in terms of the usefulness in contributing to a diverse and inclusive work culture in their department/area. Departmental personnel were asked to rank order their selections using 1, 2, and 3 (1 representing the most useful and 3 representing the least useful). Most departmental personnel rank ordered only two initiatives which represented they had only participated in those two. In addition, during focus groups, departmental personnel were asked the following question: “What additional strategies/initiatives do you feel would positively impact your work culture?”

All five departments (managers and staff) ranked either Workshops and Learning Modules and Team Coaching as one or two, indicating these initiatives as most impactful (useful) to their work culture. Therefore, it was concluded that departmental personnel identified diversity and inclusion initiatives, Workshops and Learning Modules and Team Coaching, as being more impactful (useful) to their work cultures.

It was concluded for Research Question 2 that departmental personnel identified diversity and inclusion initiatives, Workshops and Learning Modules and Team

Coaching, as being more impactful (useful) to their work cultures. However, departmental personnel identified additional strategies/initiatives through focus groups to also implement in their departments to support a positive diverse and inclusive work culture. Examples of the strategies/initiatives identified through focus group discussion include Team Building Workshops, Continue to Increase Communication, Huddle Time in AM for about 5-Minutes, Model Respectful Behavior Daily, Continue Inclusive Meetings, and Continue Workshops and Training. It can also be concluded there is no significant difference in manager and staff rankings.

Diversity initiatives found in organizations can vary contingent upon the focus of the company's strategic plan, goals, objectives, and core values. The most prevalent initiatives found within successful organizations that experience high outcomes include mentoring, coaching, training, workshops, and web-based programs. The term mentoring is often used interchangeably with coaching. Although there are some characteristics that are common, they have distinguishable differences in their delivery approaches within organizations.

Studies related to research in the area of workplace diversity initiatives can be summarized by first stating that diversity should be defined broadly and should include a range of initiatives that meet the needs of the specific organization. It is important for leaders to take the challenge of embracing and ensuring employees are engaging in initiatives aligned with the organization's strategic plan and core values. Leaders must also ensure they are capitalizing on unique qualities, knowledge, skills, and expertise of their employees as a means to increase productivity within teams and their organizations. Incorporating diversity policies within every aspect of the workplace; providing opportunities for employees to engage in diversity workshops, trainings, and other



activities; and knowing how to support employees in learning how to interact and work with diverse coworkers in work teams are all essential responsibilities of managers and leaders within organizations that are focused on diverse, inclusive, and productive work cultures (Heitner et al., 2013; U.S. Department of Commerce, 1999).

Lewin (1931) and Shein's (1992) Model of Change Theory provides a comprehensive model for organizational change and provides one of the most progressive ways of assessing and interpreting diversity initiatives in organizations today. The model is based on continuous improvement within organizations that include (1) the organization's ability to recognize the need for change; (2) the organization's ability to identify and implement the needed change; (3) the organization's ability to sustain the change through acceptance and becoming comfortable with the new processes and strategies; and (4) leadership, management, and staff working together collaboratively in a diverse and inclusive environment.

### **Conclusion 3**

Research Question 3 asked, "What is the relationship between departmental personnel's ratings of perceptions of diversity and inclusion initiatives and work culture scores?"

Section 2 of the Diversity and Inclusion Perceptions Survey provided data to address personnel ratings of (four constructs) their perceptions of diversity and inclusion initiatives. There were 20 statements on section 2 of the Diversity and Inclusion Perceptions Survey that were included under four constructs: (1) Relationship with Team Members, (2) Relationship with Manager, (3) Individual's Behavior and Attitudes, and (4) Overall Work Culture.

Department Tier scores were retrieved from the Morehead Model of Workforce

Commitment Survey, the annual survey utilized by the hospital health system to determine how effectively departments are functioning in comparison to other departments in the hospital health system.

A review of the summary of findings for Research Question 3 indicated there was a significant relationship with personnel ratings of (four survey constructs) their perceptions of diversity and inclusion initiatives and work culture Tier scores.

All five departments had one or two survey constructs with a  $p$  value less than .05, indicating there was a significant relationship between departmental personnel ratings on section 2 of the Diversity and Inclusion Perceptions Survey and their work culture Tier scores. Level 1 is the hospital health system's desired Tier for all departments and areas. Tiers are defined as follows: Tier 1—work unit requires minimal action planning (score range: 4.15 & higher); Tier 2—work unit requires some action planning (score Range: 3.80-4.14); and Tier 3—work unit requires significant action planning (score Range: Below 3.80). Departments exhibiting the characteristics of a high-performing team and delivering a high quality of customer service are categorized as Tier 1 (Morehead Associates, 2011).

The following survey constructs indicated a significant relationship with work culture Tier score for each department with an increase in Tier score to Level 1 or 2. Department A indicated a significant relationship with Tier scores for two survey constructs (Relationship with Manager and Individual's Behavior and Attitudes) with a Level 2 Tier score of 4.05; Department B indicated a significant relationship with Tier scores for two survey constructs (Relationship with Manager and Individual's Behavior and Attitudes) with a Level 1 Tier score of 4.42; Department C indicated a significant relationship with Tier scores for two survey constructs (Relationship with Team

Members and Overall work Culture) with a Level 1 Tier score of 4.18; Department D indicated a significant relationship with Tier scores for two survey constructs (Relationship with Manager and Individual's Behavior and Attitudes) with a Level 1 Tier score of 4.58; and Department E indicated a significant relationship with Tier scores for one survey construct (Relationship with Manager) with a Level 1 Tier score of 4.29.

As determined in conclusion 1 for Research Question 1, Department C was the only department in which the survey construct Relationship with Manager did not have a significant relationship with departmental ratings of statements on section 2 of the Diversity and Inclusion Perceptions Survey. As concluded with Research Question 1, Department C should continue to work on its work culture with the manager ensuring that there is open communication; inclusion of voice from staff members; the continuation of appropriate education and training for staff; and most important, departmental discussions of the results of the annual staff survey, the Morehead Model of Workforce Commitment Survey.

According to Heathfield (n.d.), improving the overall culture of the organization through reviewing the results of annual staff surveys and assessing the effectiveness of factors such as diversity initiatives should be a major focus of companies that are striving to remain productive and competitive. The state of the organization's culture impacts all elements of a business and is therefore essential to its success.

Research related to assessing work cultures within organizations usually measures perceptions with assessments focused on two areas: (1) the overall culture of an organization which encompasses multiple factors or (2) specific areas of the work culture such as the impact of diversity initiatives. Organizational culture is defined as

an organization's expectations, experiences, philosophy and values that hold it

together and is expressed in its self-image, inner workings, interactions with the outside world and future expectations. It is based on shared attitudes, beliefs, customs and written and unwritten rules that have been developed over time and are considered valid. (Heathfield, n.d., p. 1)

Organizational culture is difficult to change because of its uniqueness to every organization. Diversity initiatives are one set of strategies that are included in the work culture that help to create the overall culture of an organization.

Measures for assessing the overall culture of an organization or for measuring specific areas such as diversity initiatives are difficult because of the lack of defined metrics that are common to all organizations. Therefore, there are a variety of measures utilized in organizations based on their missions, goals, and objectives (Gagnon et al., 2009; U.S. Department of Commerce, 1999; Zhou & Park, 2013).

In summary, findings of the study concluded for Research Question 1 that departmental personnel perceive the four survey constructs (Relationship with Team Members, Relationship with Manager, Individual's Behavior and Attitudes, and Overall Work Culture) as impactful (useful) in improving and sustaining productive work cultures. Qualitative themes resulting from focus groups support this research question.

It was concluded for Research Question 1a that the only department where there was no difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey was Department A. Departments B through E indicated there was a significant difference between the managers' and staff members' ratings on section 2 of the Diversity and Inclusion Perceptions Survey.

It was concluded for Research Question 2 that departmental personnel identified diversity and inclusion initiatives, Workshops and Learning Modules and Team

Coaching, as being more impactful (useful) to their work cultures. However, departmental personnel identified additional strategies/initiatives through focus groups to also implement in their departments to support a positive diverse and inclusive work culture. It can also be concluded there is no significant difference in manager and staff rankings.

It was concluded for Research Question 3 that there is a significant relationship between departmental personnel ratings of their perceptions of diversity and inclusion initiatives and work culture Tier scores.

### **Recommendations for Further Research**

The following are recommendations based on the findings of this study.

1. It is recommended that this study be replicated to include a larger sample of departments/areas.
2. Further investigation is recommended to determine initiatives/factors that are perceived to increase Work Culture Tier Scores.
3. It is recommended that further investigation should be conducted to determine how mediating variables such as staff satisfaction, staff relationship with manager, and staff overall performance influence Work Culture Tier Scores.

### **Summary**

The purpose of this chapter was to present the summary of findings, conclusions, and recommendations for further study. The methodology for the study was reviewed and findings for the research questions were outlined. Section one provided a summary of findings, and section two of this chapter presented conclusions regarding the findings. The last section of this chapter presented recommendations for further study.

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## Appendix A

### Request to Use Survey

**From:** Zemba, Bethany XXXXXX  
**Sent:** Tuesday, September 23, 2014 11:19 PM  
**To:** Bob Crouch  
**Subject:** RE: Permission to use Dissertation Instrument  
 Dear Bob:

Thank you for your email. I would be delighted for you to use the instrument (with modifications necessary for your study) that I developed as part of my dissertation. I would be very interested in seeing the results of your research as well as the modified instrument you develop.

I wish you all the best in completing your doctoral program!

Kind regards,

Bethany

Bethany Zemba, Ed.D.  
*Assistant Dean: Strategic Affairs, Communications, and Research*  
 Yale School of Forestry & Environmental Studies  
 XXXXXXXXXXXXXXXX

**From:** Bob Crouch [mailto:XXXXXXXXXXXXXX]  
**Sent:** Tuesday, September 23, 2014 10:06 AM  
**To:** Zemba, Bethany  
**Subject:** Permission to use Dissertation Instrument

September 23, 2014

Dear Dr. Bethany Zemba,

My name is Robert Crouch and I am enrolled in the Curriculum and Instruction Doctoral Program at Gardner-Webb University in Boiling Springs, NC. As preparation for writing my dissertation proposal, students were charged with reading various dissertations related to their topic of interest.

The title of my dissertation is *A Study of the Perceptions of Diversity and Inclusion initiatives in Producing Improved Productive Work Cultures*, which has some strands of similarities with your dissertation. This is why I read your dissertation. However, my study will be carried out in the private sector in a hospital health system and its purpose will be to determine the perception of departmental personnel regarding the impact of diversity and inclusion initiatives in improving and sustaining productive work cultures. Additionally, my study will seek to determine whether a relationship exists between perceptions of departmental personnel and their departments' work culture scores.

In order to test my theory, I will need an appropriate instrument. As I read your dissertation, your instrument was quite interesting. I am seeking permission to use your instrument, with modifications that will be applicable to my study. I will be most appreciative of you granting me this permission and will be happy to share the modified instrument with you as well as the results of my study.

Thank you and I look forward to hearing from you soon. My email address is  
XXXXXXXXXXXXXXXXXX.

Sincerely,

Robert Crouch  
Doctoral Student

## Appendix B

Diversity and Inclusion Perceptions Survey by Robert Crouch

## Diversity and Inclusion Perceptions Survey

- ☐ I consent to participate in this survey.  
☐ I decline participation in this survey.

### Section I: Diversity Initiatives

**Definition of Diversity and Inclusion Initiatives:** The diversity and Inclusion initiatives in this study are defined as mentoring, coaching, workshops modules and the use of web-based information that have been provided to a department/area.

**Definition of a Diverse and Inclusive Work Culture:** A diverse and inclusive work culture is one in which differences and similarities that individuals bring to the workplace are valued and each person is recognized, developed and their talents and skills are routinely included in the service of the department/area.

#### List of Diversity and Inclusion Initiatives

**Directions:** Think about the diversity and inclusion initiatives that you have been involved in over the past 4 years, check all that apply and rank order your selections in terms of the usefulness in contributing to a diverse and inclusive work culture in your department/area. Rank order your selections using 1, 2, and 3, with 1 representing the most useful and 3 representing the least useful.

Diversity and Inclusion Initiatives	Check all that apply	Rank Order
Workshops & Learning Modules		
Executive Coaching (Pre- and post- consultation with facilitator/management)		
Mentoring (One-on-one)		
Team Coaching (Pre-assessment with team and development of Behavioral Covenant)		
Use of Web-based information (Examples: Diversity Toolkits; Coaching Clip Videos; Internet Based Diversity Videos)		

### Section II: Questions

**Directions:** Consider the diversity and inclusion initiatives that you have been involved in over the past 4 years as you rate the statements below. Rate the statements using a 5-point scale where 1 is strongly disagree and 5 is strongly agree.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
<b>Relationship with Team Members</b>					
1. Diversity and inclusion initiatives in which I have been involved have helped to improve relationships among staff from different backgrounds.	SD 1	D 2	N 3	A 4	SA 5
2. As a member of this work team, I am responsible and accountable for our success.					
3. It is important to continue to be aware of my behavior and attitudes as I work with team members.					
4. Team members in my department/area engage in collaboration as they work to accomplish goals.					
5. Team members within my department/area respect and trust each other.					
<b>Relationship with Manager</b>					
6. Members of my work team feel that they are treated with fairness and respect by their manager.	SD 1	D 2	N 3	A 4	SA 5
7. Team members from different backgrounds and in different job roles feel they can voice their opinions with their manager.					
8. My manager demonstrates an appreciation of respect, diversity and inclusion in the work climate.					
9. My manager advocates for the team's continuous learning related to respect, diversity and inclusion.					
10. My manager encourages continuous communication and open dialogue among team members.					
<b>Individual's Behavior and Attitudes</b>					
11. I have learned new information that has reinforced	SD	D	N	A	SA



positive behaviors and attitudes.	1	2	3	4	5
12. As a member of this work team, I feel that I can voice my opinions without negative consequences.					
13. I have built and enhanced my relationships with colleagues from groups (e.g., race, sexual identity, culture, life philosophy, personal values) that are different from my own.					
14. I feel I have a better appreciation of respectful communication across differences.					
15. I believe that an understanding of diverse backgrounds and cultures is important to my professional success.					
<b>Overall Work Culture</b>					
16. Team members feel they are treated equitably in work assignments and other opportunities (e. g., promotions, raises, information).	SD 1	D 2	N 3	A 4	SA 5
17. Diversity and inclusion initiatives in which I have been involved have helped to improve the work climate.					
18. My department/area provides an inclusive and supportive work environment.					
19. Team members from different backgrounds work together effectively.					
20. My department/area nurtures and appreciates diversity and inclusion.					

### Section III: Demographics

Which of the following best describes your position? <input type="checkbox"/> Staff <input type="checkbox"/> Management
---

What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Transgender <input type="checkbox"/> Other
--

What is your age?

- ☐ 18-24
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

What is the number of years of employment in this department/area?

- ☐ Less than 1 year
- ☐ 1-5 Years
- ☐ 6-10 Years
- ☐ 11-15 Years
- ☐ 16-20 Years
- ☐ 21 and Over Years

With what ethnic group do you identify?

- ☐ Asian/Asian-American/South Asian
- ☐ Black/African-American (non-Hispanic)
- ☐ Hispanic/Latino
- ☐ Native American/Alaskan/Pacific Islander
- ☐ White-non-Hispanic
- ☐ Middle-Eastern/Northern African
- ☐ Bi-racial
- ☐ Other

Appendix C  
Pilot Study Survey Results

## Diversity and Inclusion Perceptions Survey Pilot Study Survey Results

### Section I: Diversity Initiatives

**Definition of Diversity and Inclusion Initiatives:** The diversity and Inclusion initiatives in this study are defined as mentoring, coaching, workshops modules and the use of web-based information that have been provided to a department/area.

**Definition of a Diverse and Inclusive Work Culture:** A diverse and inclusive work culture is one in which differences and similarities that individuals bring to the workplace are valued and each person is recognized, developed and their talents and skills are routinely included in the service of the department/area.

#### List of Diversity and Inclusion Initiatives

**Directions:** Think about the diversity and inclusion initiatives that you have been involved in over the past 4 years, check all that apply and rank order your selections in terms of the usefulness in contributing to a diverse and inclusive work culture in your department/area. Rank order your selections using 1, 2, and 3, with 1 representing the most useful and 3 representing the least useful.

Diversity and Inclusion Initiatives	Check all that apply	Rank Order
Workshops & Learning Modules	X	1
Executive Coaching (Pre- and post- consultation with facilitator/management)		
Mentoring (One-on-one)		
Team Coaching (Pre-assessment with team and development of Behavioral Covenant)	X	2
Use of Web-based information (Examples: Diversity Toolkits; Coaching Clip Videos; Internet Based Diversity Videos)		

### Section II: Questions

**Directions:** Consider the diversity and inclusion initiatives that you have been involved in over the past 4 years as you rate the statements below. Rate the statements using a 5-point scale where 1 is strongly disagree and 5 is strongly agree.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
<b>Relationship with Team Members</b>					
1. Diversity and inclusion initiatives in which I have been involved have helped to improve relationships among staff from different backgrounds.	SD	D	N	A 2	SA 5
2. As a member of this work team, I am responsible and accountable for our success.					7
3. It is important to continue to be aware of my behavior and attitudes as I work with team members.					7
4. Team members in my department/area engage in collaboration as they work to accomplish goals.					7
5. Team members within my department/area respect and trust each other.				2	5
<b>Relationship with Manager</b>					
6. Members of my work team feel that they are treated with fairness and respect by their manager.	SD	D	N	A	SA 7
7. Team members from different backgrounds and in different job roles feel they can voice their opinions with their manager.					7
8. My manager demonstrates an appreciation of respect, diversity and inclusion in the work climate.					7
9. My manager advocates for the team's continuous learning related to respect, diversity and inclusion.					7
10. My manager encourages continuous communication and open dialogue among team members.					7
<b>Individual's Behavior and Attitudes</b>					
11. I have learned new information that has reinforced	SD	D	N	A	SA

positive behaviors and attitudes.				2	5
12. As a member of this work team, I feel that I can voice my opinions without negative consequences.					7
13. I have built and enhanced my relationships with colleagues from groups (e.g., race, sexual identity, culture, life philosophy, personal values) that are different from my own.					7
14. I feel I have a better appreciation of respectful communication across differences.					7
15. I believe that an understanding of diverse backgrounds and cultures is important to my professional success.					7
<b>Overall Work Culture</b>					
16. Team members feel they are treated equitably in work assignments and other opportunities (e. g., promotions, raises, information).	SD	D	N	A	SA
				2	5
17. Diversity and inclusion initiatives in which I have been involved have helped to improve the work climate.					7
18. My department/area provides an inclusive and supportive work environment.					7
19. Team members from different backgrounds work together effectively.					7
20. My department/area nurtures and appreciates diversity and inclusion.					7

## Appendix D

Ratings of Perceptions of Departmental Personnel Regarding Impact of Diversity and  
Inclusion Initiatives: Research Question 1

*Ratings of Perceptions of Departmental Personnel Regarding Impact of Diversity and Inclusion Initiatives: Research Question 1*

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Percentage Agree and Strongly agree
	1	2	3	4	5	%
<b>Relationship with Team Members</b>						<b>97% Average</b>
1. Diversity and inclusion initiatives in which I have been involved have helped to improve relationships among staff from different backgrounds.	SD	D	N 1	A 35	S A 33	99%
2. As a member of this work team, I am responsible and accountable for our success.			1	29	39	99%
3. It is important to continue to be aware of my behavior and attitudes as I work with team members.		1	2	23	43	96%
4. Team members in my department/area engage in collaboration as they work to accomplish goals.		1	2	28	38	96%
5. Team members within my department/area respect and trust each other.		2	2	32	33	94%
<b>Relationship with Manager</b>						<b>94% Average</b>
6. Members of my work team feel that they are treated with fairness and respect by their manager.	SD	D 3	N 2	A 20	S A 44	93%
7. Team members from different backgrounds and in different job roles feel they can voice their opinions with their manager.		5	2	30	32	90%
8. My manager demonstrates an appreciation of respect, diversity and inclusion in the work climate.		3		15	51	96%
9. My manager advocates for the team's continuous learning related to respect, diversity and inclusion.			4	22	43	94%
10. My manager encourages continuous communication and open dialogue	1		1	28	39	97%



among team members.						
<b>Individual's Behavior and Attitudes</b>						<b>97% Average</b>
11. I have learned new information that has reinforced positive behaviors and attitudes.	SD 1	D 1	N	A 22	S A 46	99%
12. As a member of this work team, I feel that I can voice my opinions without negative consequences.			5	30	34	93%
13. I have built and enhanced my relationships with colleagues from groups (e.g., race, sexual identity, culture, life philosophy, personal values) that are different from my own.				35	34	100%
14. I feel I have a better appreciation of respectful communication across differences.		1	2	16	40	96%
15. I believe that an understanding of diverse backgrounds and cultures is important to my professional success.		1		22	46	99%
<b>Overall Work Culture</b>						<b>95% Average</b>
16. Team members feel they are treated equitably in work assignments and other opportunities (e. g., promotions, raises, information).	SD 1	D 3	N 4	A 36	S A 25	88%
17. Diversity and inclusion initiatives in which I have been involved have helped to improve the work climate.		1		16	52	99%
18. My department/area provides an inclusive and supportive work environment.	2		4	21	42	91%
19. Team members from different backgrounds work together effectively.			2	46	21	97%
20. My department/area nurtures and appreciates diversity and inclusion.		1		13	55	99%