

**Diversity Management Program
Assessment Report 2003-2004**

Goals:

The field of Diversity Management is broad and is often experienced as a practice rather than a discipline of study. The objectives of the Diversity Management Program are to raise participant awareness, build skills, and afford opportunities for practice in the following areas:

- ◆ effective interpersonal communication in a diverse setting;
- ◆ understanding and valuing diversity;
- ◆ facilitation within and between diverse groups;
- ◆ assessment, measurement and evaluation of diversity initiatives
- ◆ advanced training in designing diversity interventions for organizations; and
- ◆ conflict resolution and problem solving.

The program provides participants with the following diversity competencies and skill sets:

- Self-education
- Cultural-Specific Discernment Skills
- Change Management Skills
- Assessment Skills
- Collaborative Learning
- Creative Management of Differences
- Effective Communicating across Differences
- Use of Self as a Tool
- Conflict and Collaborative Problem-Solving Skills

The 7 workshop courses are considered a seamless learning process for the students. The 3 foundation courses present the underlying theories and frameworks that support understanding human differences.

Student Learning Outcomes

- ✓ Students will be able to articulate at least three frameworks for organizing the field of Diversity Management and apply these frameworks in various organizational cultures.
- ✓ Students will be able to design a diversity intervention appropriate to the diagnosed issue or concern.
- ✓ Students will be able to effectively facilitate a group of diverse individuals in both an interpersonal and work task setting.
- ✓ Students demonstrate skills and competencies of an effective change agent and know how to manage change and transition in organizations.

- ✓ Students will be able to employ conflict resolution skills with diverse populations.

Research

The following outcome measures were introduced and employed during the program year 2003-2004:

Pre and Post Objective Test
Mid-Program Learning Log Presentations
Feedback Sessions with Competencies Form and Individual Development Plan (IDP)
Essay Comprehensive Exams
Professional Seminar with Competencies Form and Individual Development Plan (IDP)
Practicum Rating Scale

Students were given a comprehensive objective test on 10/2/03 and again on 4/3/04.

The test reflects content from the following courses:

Course	Instructor
Psy 573 Group Dynamics	Deborah Plummer
Psy 672 Multicultural Psychology and Diversity Practicum	Deborah Plummer
Psy 605 Human Services Consultation	Deborah Plummer
Psy 525 Social Psychology	Steve Slane
Psy 518 Personnel Psychology	Diane Coble and Treacy Crowley
Psy 522 Organizational Psychology	Sandra Shullman

Students represent intact cohort groups throughout the degree program. This report characterizes the results of DMP7 (cohort group 7 or the 7th year of the program's history). The course content in the program is considered seamless from course to course so one pre and post test was our preferred method of assessment.

Findings

Intervention	Result
Pre/Post Objective Test	Large Effect Size; Cohen's $d = 2.40$ 27% improvement
Mid-Program Learning Log s	Group Presentations of Learning with verbal and written feedback provided by faculty evidenced general mastery of content. Could identify at least 3 frameworks and theories for organizing the field of diversity management.
Feedback Sessions	Individual written feedback provided for each student outlining development in the

	competency areas (see Individual Development Plan [IDP] form). 100% (20) of the students at Level One for Knowledge, Awareness and Skill components.
Essay Comprehensive Exams	85% of students (12) passed all 3 parts of exams on first administration. The remaining 15% (2) passed on second administration.
Professional Seminar	Individual assessment of IDP—Percentage of increase on level ratings will be determined for this cohort in March 2005
Practicum Rating Scale	Rating Scale being revised for February 2005

Direct evidence for accomplishing the goals is indicated in the results column of the outcome section. Indirect evidence includes student testimony (see two email attachments) of awards received for job performance and obtaining a job in the field upon graduation.

Review

The data were analyzed by the DMP faculty in 'staffing' meetings where student progress was discussed. Individual advisors rated students on the Competencies Form. All DMP faculty (see listing) are involved in the assessment of students. In addition, individual students have one of 5 advisors who track their process and completes their IDP with them. Thus, faculty and students are intimately involved in the evaluation of goals and skill sets determined for the program.

Actions

- ✓ We have reordered the sequence of courses based on student feedback from program reviews completed after graduation.
- ✓ We initiated the objective comprehensive exam after the 7 workshop courses.
- ✓ We have revised the Competencies Form and we continue to revise this form. Two faculty are working to improve it for the upcoming cohort group.
- ✓ We have been revising a practicum rating scale to be used in March 2005.

Diversity Management Program Core Competencies Evaluation

- b) heighten **Awareness** of the importance of the Use-of-Self as a tool for effective intervention in situations involving the management of diversity.
- c) develop **Skills** required for competent professional practice in the field of Diversity Management.

To that end, the following competencies and behavioral indicators describe levels of achievement as a Diversity Professional. Each level describes a set of behaviors that indicate a progression in one's development of the specific competency. Level three behaviors consume those of level two, and level two consume those of level one in a roll-up manner. A formal assessment of the student's competencies is done at two points in the program: during the first year at the Mid-Program Retreat and in the second year before graduation.

Advisors and students are asked to work collaboratively to assess the participant's level. First, each advisor and student should separately reflect on the competencies and then begin to identify those behaviors that have demonstrated the student's progress in achieving the competency. Second, arrange a meeting to discuss and select those behaviors that best demonstrate the student's mastery of each of the competencies at this time. Identify examples that provide a clear demonstration of the student's progress in mastering the identified competency. Next, using the behaviors identified rate the level of achievement that best matches each of the identified competencies. Lastly, using the information from the competency achievement rating process, fill out the attached **Individual Development Plan (IDP)** and return the last two pages to the Diversity Management Program Director.

The Core Competencies

KNOWLEDGE: The Diversity Professional possesses a body of concepts, research principles, theories, frameworks, and methods that can be used to produce a range of diversity interventions.

- ***Level One:*** *Student demonstrates progress in learning the necessary information related to the Knowledge Competency:*
 - Understands and identifies dimensions of diversity and its interdependent, dynamic relationship
 - Has a conceptual understanding of the historical perspectives and theories in the field of diversity management
 - Knows and employs the principles of a good workshop design

- Current on reading in the diversity management field
 - Understands the change process and its relationship to diversity management
 - Is familiar with systems for data collection and a methods of analysis for diversity interventions
- **Level Two:** *Student has developed confidence regarding his/her understanding of the information associated with the Knowledge Competency. Using this understanding he/she demonstrates an ability to integrate this information conceptually with existing knowledge, raises questions and implements learning experiences using this information:*
- Understands the psychological processes that supports “isms”
 - Has an analytical understanding of the historical perspectives and theories of diversity management
 - Understands the pedagogy behind workshop design
 - Continuous expansion of diversity knowledge and resources
 - Understands the interplay between diversity policies and diversity practices
- **Level Three:** *Student has demonstrated use of this information in the context of a formal intervention:*
- Adds to the knowledge base of the field of diversity management by conducting research, developing new approaches and publishing and disseminating results of research projects in professional venues.
 - Continues the process of personal and professional growth through workshops, readings, and courses.

AWARENESS: The Diversity Professional experiences his/her environment in relationship to the self and by being self-responsible, self-challenging and fully present is able to use oneself as a tool for behavioral change in others.

- **Level One:** *Student demonstrates progress in developing the necessary behavior and traits related to the Awareness Competency:*
- Is aware of the diversity framework from which they operate
 - Promotes self-awareness by appropriate self-disclosure
 - Tracks their own use-of-self and is aware of their impact on others
 - Invites experiences to learn more about oneself
 - Can identify, describe and suspend their own personal bias during a diversity intervention
 - Presents self in an ethical manner and does not misrepresent skills and competencies
- **Level Two:** *Student has developed confidence in actively using the necessary behaviors and traits associated with the Awareness Competency and can give clear examples:*
- Uses self as a tool by self-monitoring their impact
 - Seeks advice and feedback as a consultative tool

- **Level Three:** *Students has demonstrated use of this competency in the context of a formal intervention:*
 - In all situations hold diversity in high esteem
 - Acts from a conscious awareness of self as a cultural being
 - Is able to separate and express differences in aspects of self (head, heart, gut, soul) and understands their behavior and its impact on others

SKILL: The Diversity Professional is able to consistently conduct a set of interventions that effectively facilitate the interpersonal and group dynamics that emerge around issues of diversity and multicultural change efforts.

- **Level One:** *Student demonstrates progress in understanding and integrating the knowledge and awareness he/she needs to effectively manage diversity:*
 - Identifies “isms” or destructive beliefs and attitudes
 - Is a contributing member to group and community experience
 - Has the ability to understand the impact of diversity dimensions on the various levels of human systems (intrapsychic, interpersonal, group, organizational, societal, global)
 - Understands and utilizes systems thinking
 - Openly acknowledges group identity membership
 - Seeks feedback and appropriately accepts feedback
 - Accurately assesses resistance in a change effort (intrapsychic, interpersonal, group, organizational, societal, global)
 - Appropriately diagnoses an organization’s diversity status from a theoretical framework
 - Embraces conflict in a confident, collaborative manner
- **Level Two:** *Student actively demonstrates and is willing to actively experiment in learning or low-risk situations:*
 - Utilizes diversity frameworks as appropriate for the situation
 - Tracks process and content of group dynamics
 - Applies systems thinking to processing diversity issues
 - Uses a variety of diversity models and frameworks to adapt to a situation
 - Provides support to others in diversity initiatives and interventions
- **Level Three:** *Student has demonstrated effective use of this competency in the context of formal intervention:*
 - Designs policies and practices that support diversity
 - Works collaboratively and ethically with other diversity professionals

**DIVERSITY MANAGEMENT PROGRAM
PROFESSIONAL COMPETENCIES
Individual Development Plan**

Name _____

Advisor _____

Date _____

1.) Check level that demonstrates the student's mastery of each of the core competencies:

Knowledge

____ Level One ____ Level Two ____ Level Three

Behavioral Example:

Awareness

____ Level One ____ Level Two ____ Level Three

Behavioral Example:

Skill

____ Level One ____ Level Two ____ Level Three

Behavioral Example:

2. Check those diversity interventions/activities the student is able to perform successfully at this time:

- Co-training
- Solo training
- Coaching
- Organizational assessment
- Focus group facilitation
- Strategic planning
- Organizational change management
- Conflict resolution and mediation
- Workshop design
- Team-building
- Dialogue leader
- Other (please specify _____)

3. Give a brief description of the student's strengths:

4. Describe the areas for continued growth:

5. State briefly future actions for attainment of competencies:

2003 Graduate

Deborah L. Plummer

From: <Marilyn.H.Brookins@jci.com>
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<ruthramos02@hotmail.com>; <awilson@bbbs-cleveland.org>
Sent: Thursday, October 16, 2003 4:42 PM
Subject: North America Diversity Award

Hello Classmates and Professors:

I am so very proud to announce that I have won the North America Diversity Award for Johnson Controls. This is an annual award that goes out to the Area that does the most with Diversity both internally and within the community. This is a competitive award that each region including Canada and Mexico competes. This is the first year of its' inception and the Ohio Area has won.

I would have never been able to pull this off without being part of the DMP program at Cleveland State. The information and lessons learned from both my professors and classmates was instrumental in helping me set and accomplish strategic diversity goals within Ohio. I feel like the entire class has won this award!

THANK YOU! THANK YOU! THANK YOU!

Marilyn H. Brookins
Area Human Resources Manager
Indy/Ky/Ohio
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2003 Graduate

Deborah L. Plummer

From: "Ruth Ramos" <ruthramos02@hotmail.com>
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 <pattykopp@inservco.com>; <sresar@ohiosavings.com>; <Tnblanchard@yahoo.com>
Sent: Thursday, July 01, 2004 10:28 AM
Subject: Hello...

Hello friends!

I just wanted to let you know that I am FINALLY working and I wanted to thank you for all of your guidance, advice, and prayers. I GREATLY appreciate it.

I am working at KeyCorp. I am working in the Key Tower (the tallest building between Chicago and New York!) on the 9th floor. My official title is Coordinator of Diversity Recruitment and I am SO excited!!

Here is my information where you can reach me:

Phone number: (216) 689-7731
 Email: Ruth_Ramos@KeyBank.com

I expect to hear from all of you soon! Take care and have a FABULOUS holiday weekend!

Love,
 Ruthie

Watch the online reality show Mixed Messages with a friend and enter to win a trip to NY