



The
Discovering Diversity Profile[®]
Research Report

The *Discovering Diversity Profile*[®] Research Report
Item Number: **O-198**

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The *Discovering Diversity Profile*[®] was developed based on a careful review of the subject. Item development is discussed below and is followed by sample information and results.

Item Development

A. Selection of the Item Pool

A literature review of recent books and articles on workforce diversity was used as the basis for item development. The review included individuals schooled in academia and experienced in international, cross-cultural and diversity issues throughout the world. The most important resources are listed in the Bibliography found in Section Seven. To determine whether references adequately addressed all aspects of the concept, the authors also reviewed reviews of other research in the field.

Over 300 diversity attitude statements were created from the references. These statements were organized into four key concept areas with eight subtopics. The number of statements was reduced to 80 based on the following criteria: 1) ensure they represented the concepts, 2) develop clear, concise, straight-forward statements, and 3) limit wordiness.

B. Face/Content Validity Assessment

To assess how accurately statements were categorized, three focus group sessions were conducted with 28, 32, and 43 individuals each. Selection of these individuals was based on two criteria: 1) individuals who were regarded as cultural/diversity experts capable of assessing diversity concepts, and 2) individuals had varying backgrounds, employment, gender, ethnicity and career history.

The 80 statements were sorted randomly and put into a survey format. Each respondent was asked to categorize the statements into one of four content areas—knowledge, understanding, acceptance, and behavior—by checking a corresponding box. Written comments about the statements individually, and the instrument as a whole were also solicited. This gave the authors more detailed information for revising the instrument.

From the results of session one, 50% of the items were clarified, re-written or moved to another category; from session two, 20% of the items were changed; and, from session three, none of the items were changed.

Scale Development/ Instrument Design

One task of analysis was to determine which combinations of statements described the four key areas of diversity and how many subcategories should be used. Based on the literature and the expert respondents from the three focus groups, the four key categories—Knowledge, Understanding, Acceptance, and Behavior—were maintained.

Likert scaling, used often in attitude instruments, was chosen for response measurement. The following kinds of scale anchors were used: 1) Strongly Agree, Agree, Disagree, Strongly Disagree, or 2) Almost Always, Sometimes, Rarely, Almost Never. Whenever possible, questions were reverse-scaled to reduce “halo” or “response set” bias. The questions were arranged in a four-page self-assessment survey format with one category per page.

Analysis

A. Sample/Pilot Tests

Three pilot tests were conducted to assess the reliability of the instrument. Each pilot (test) group is described below.

Pilot Group 1

This group of 185 people was composed of 12 groups of 10-25 people from across the United States. The percent of ethnic groups in this sample was chosen to match U.S. Census figures. Table 1 contains demographic information on Pilot Group 1.

Table 1: Demographics – Pilot Group (N=185)

Gender:		Education (highest degree obtained):	
Male	43%	High School	8%
Female	57%	Post High	21%
		College	37%
		Graduate School	33%
		Missing Data	1%
Age:			
18 – 29	21%		
30 – 39	26%		
40 – 49	34%		
50+	19%		
Heritage:		Geographic Location:	
Afro-American	18%	Pacific	37%
Asian-Pacific	7%	Central	38%
Caucasian	67%	Northeast	3%
Hispanic	5%	Southeast	20%
American Indian	2%	Missing Data	2%
Other	1%		
Sexual Orientation:		Disability:	
Gay/Lesbian/Bisexual	4%	Yes	2%
Heterosexual	96%	No	98%

Pilot Group 2

This group of 51 people were employees of Carlson Travel Network in Minneapolis, Minnesota.

Pilot Group 3

This group of 43 people were attendees of an introductory diversity seminar in New York City, New York.

B. Reliability

The reliability was measured using an internal consistency formula. Calculations were performed for each of the four categories separately. For each category, questions within a category that reduced the reliability were removed or revised. Table 2 indicates the results for each beta group.

Table 2: Cronbach's alpha reliability for four scales

<u>Beta Group 1</u>		<u>Beta Group 2</u>		<u>Beta Group 3</u>	
Knowledge	.74	Knowledge	.67	Knowledge	.61
Understanding	.64	Understanding	.64	Understanding	.40
Acceptance	.74	Acceptance	.80	Acceptance	.74
Behavior	.76	Behavior	.79	Behavior	.68

After the first pilot group, several questions were re-worded to match the anchoring on the four point scale and some of the scale anchors were changed. The second group's results indicated that one question needed to be revised. The third pilot group generally produced lower alpha values overall, possibly as a result of size and homogeneity (the more homogeneous a sample, the lower the reliability measure tends to be).

C. Normative Distribution and Scoring

Norms were created by combining the diversity comfort scale scores from the three beta groups. The scales were normally distributed based on an examination of normal, stem & leaf, and box plots. Table 3 displays the descriptive statistics for each scale.

Table 3: Score distribution by subscale

	Mean	Std. Dev.	-1 Std.	+1 Std.
Knowledge				
Stereotypes	27.6	4.5	23.1	32.1
Information	29.6	3.4	26.2	33.0
Understanding				
Awareness	32.1	2.9	29.2	35.0
Empathy	32.2	2.8	29.4	35.0
Acceptance				
Tolerance	29.8	3.6	26.2	33.4
Respect	34.9	3.2	31.7	38.1
Behavior				
Self-Awareness	34.1	2.7	31.4	36.8
Interpersonal Skills	35.0	2.7	32.3	37.7

Each scale was segmented based on the normal distribution of sample scores. The following cuts were used to create three range levels: Level 1 — below 1 standard deviation, Level 2 — between -1 & +1 standard deviations, and Level 3 — above 1 standard deviation. These levels can be found on the diversity comfort level grid in the instrument.

D. Generalizability

This survey was developed and normed for U.S. respondents only. Before using it in other countries the content of each scale should be reviewed to determine its relevance and breadth of coverage in relation to local diversity issues and opportunities.