

**AN INVESTIGATION ON EFFECTIVENESS OF
DIVERSITY TRAINING IN A PRIVATE
ORGANIZATION**

TREESUVIT ARRIYAVAT

**OTHMAN YEOP ABDULLAH
GRADUATE SCHOOL OF BUSINESS**

MAY 2013

**AN INVESTIGATION ON EFFECTIVENESS OF
DIVERSITY TRAINING IN A PRIVATE
ORGANIZATION**

(S.S.Manufacturing Co.,Ltd, Bangkok, Thailand)

**A dissertation submitted to graduate school of business in
order to fulfill the graduation requirement for Master
degree of Human Resource Management
University Utara Malaysia**

BY

TREESUVIT ARRIYAVAT

809463



UUM
Universiti Utara Malaysia

Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010, Sintok Kedah Darul Aman,
Malaysia
Tel : (604) 9283901
Fax : (604) 9285220
Website: www.ovagsb.uum.edu.my

"KEDAH SEJAHTERA"

UUM/OYA-GSB/T-13 (809463)

20 November 2012

Assoc. Prof. Dr. Vimala Sanjeev Kumar
UUM College of Business
Main Building
Universiti Utara Malaysia

Dear Prof./Dr./Sir/Madam,

APPOINTMENT AS DISSERTATION SUPERVISOR FOR MASTER'S STUDENT

We are pleased to inform you that the Postgraduate Committee has agreed to appoint your good self as the supervisor for the Master's student named below, effective First Semester Session September 2012/2013.

Name : Treesvit Arriyavat
Matric No. : 809463
Program : Master of Human Resource Management
Course Code : BSMZ6996
Title : The Effectiveness of Diversity Training (An Investigation on Effectiveness of Divesting Training in A Private Organization)

According to the Postgraduate Academic Handbook, students are allowed to complete their dissertation within the minimum period of two (2) semesters until the maximum period of their study.

Attached herewith is a reply form for your further action. Kindly return the complete form to the Dean, Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia before or on **08 December 2012**.

Thanking you in advance for your co-operation.

"ILMU BUDI BAKTI"

DR. VIMALA SANJEEV KUMAR
Associate Professor
UUM College of Business
Universiti Utara Malaysia

Yours sincerely,

ROZITA RAMLI
Assistant Registrar
Othman Yeop Abdullah Graduate School of Business

c.c - Treesvit Arriyavat
- Student's File (809463)

rt/lantikan supervisor/Sept.2012-2013



The Eminent Management University

ABSTRACT

The objective of this research is to measure the effectiveness of diversity training. Also to identify factors that can impact the level of diversity training effectiveness. The variables examined in this research were demographic characteristics (age, gender, marital status, level of education, and tenure (length of work)), training environment, and work environment.

Questionnaire survey were conducted in S.S.Manufacturing Co.,Ltd, Bangkok, Thailand.. A total of 90 questionnaires were distributed to respondents. The questionnaire used to identified factors that have an impact on diversity training effectiveness. The result of this research found that both training environment and work environment are significantly related to diversity training effectiveness. This study provide more understanding in training effectiveness and its influencing factors . The method used in evaluating training effectiveness also an interesting topic, that require further research.

ACKNOWLEDGEMENT

Praise to Allah, the most merciful and most gracious for giving me chances and direction , for bestowing me with patience, strength, and wisdom throughout the process of conducting this research. I would like to extend my deepest respect and gratitude to my supervisor, and my lecturer Prof. Dr. Vimala Sanjeev Kumar for her expert and cheerful advice, guidance, and support from the first semester I enrolled, and throughout this research.

I also would like to deeply thank to my family for their great supports. Dad, Mom, Paul, Eddy, and granny.

TABLE OF CONTENTS

	Page
Abstract	IV
Acknowledgement	V
Table of Contents	VI
List of Tables	IX
List of Figures	X

CHAPTER 1 : INTRODUCTION

1.1 Background	1
1.2 Problem Statement	2
1.3 Research question	6
1.4 Research Objective	7
1.5 Significance of Research	8
1.6 Scope of Study	9
1.7 Organizations of Study	10
1.8 Conclusion	10

CHAPTER 2 : LITERATURE REVIEW

2.1 Introduction	11
2.2 Understanding Diversity Training Effectiveness	12
2.3 Trainee's Personal Characteristics	17

	Page
2.4 Training Environment	19
2.5 Work Environment	20
2.6 Research Framework	25
2.7 Research Hypotheses	26
2.8 Conclusion	27

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 Introduction	28
3.2 Type of Research	28
3.3 Research Design	29
3.4 Operational Definition and Measurement	30
3.5 Unit of Analysis	30
3.6 Time Horizon	30
3.7 Sample and Population	31
3.8 Data collection method	32
3.9 Instrumentation	32
3.10 Questionnaire Preparation and Measurement Scale	34
3.11 Description of each sections of Questionnaire	35
3.11.1 Effectiveness of diversity training	36
3.11.2 Training Environment	37
3.11.3 Work Environment	38
3.12 Data Analysis	39
3.13 Conclusion	42

CHAPTER 4 : RESEARCH FINDINGS	Page
4.1 Introduction	43
4.2 Overview of Data collected	42
4.3 Demographic Profile of Respondents	44
4.4 Data Analysis	46
4.4.1 Reliability Test	47-48
4.4.2 Factor Analysis	49-58
4.4.3 Correlation Test	59
4.4.4 Regression Test	60
4.5 Analysis of Differences : T-test and ANOVA test	62
4.6 Conclusion	66
CHAPTER 5 : DISCUSSION AND CONCLUSION	
5.1 Introduction	67
5.2 Discussion	67-70
5.3 Implication of Research	71
5.4 Limitation of Research	72
5.5 Recommendation for future research	72
5.6 Conclusion	73
REFERENCES	74
APPENDICES	
Appendix 1 : Sample of Questionnaire	
Appendix 2 : SPSS Analysis output	

LIST OF TABLES

Table 4.1	Gender of the Respondents
Table 4.2	Age of the Respondents
Table 4.3	Marital Status of the Respondents
Table 4.4	Level of Education
Table 4.5	Tenure
Table 4.6	Reliability test : Diversity Training Effectiveness
Table 4.7	Reliability Test : Training Environment
Table 4.8	Reliability test : Working Environment
Table 4.9	Factor analysis of Diversity training Effectiveness.
Table 4.10	Factor analysis of Training Environment
Table 4.11	Factor analysis of Work Environment
Table 4.12	Correlation test
Table 4.13	Regression : Between Training Environment and Diversity training effectiveness
Table 4.14	Regression : Between Work Environment and Diversity training effectiveness
Table 4.15	T-Test : between male and female
Table 4.16	T-Test : between single and married
Table 4.17	One way ANOVA : of Age group and Diversity training effectiveness
Table 4.18	One way ANOVA : of Education level and Diversity training effectiveness
Table 4.19	One way ANOVA : of Tenure and Diversity training effectiveness
Table 4.20	Summary of Hypotheses tested

LIST OF FIGURES

- Figure 2.1 three measurements of three learning outcomes
- Figure 2.2 Classification scheme for Learning outcomes for training evaluation
- Figure 2.3 Forces Field analysis (Lewin,1997)
- Figure 2.4 Research Framework

CHAPTER ONE

INTRODUCTION

1.1 Background

In today globalize world. The workforce become more diverse not only in gender and ethnicity or race, but also work group affiliation, family background, life-style, age, level of education, career history, sexuality, religious perspective, cognitive style, etc., as a result workplace diversity increased and will be more complex and harder understand and assess. Diversity is a reality in organizations today and it will affect Human Resource Practices, and Human Resource (HR) professionals in an unavoidable manner. Most countries put strong emphasis of human capacity by recognizing that the peoples are the most valuable assets, which must treated fairly, in order to create an social and economic environment that assures equality, and greater access to employment opportunities (Choy, 2007). More and more women are entering into workforce in every corners of the world, many organizations are expanding their operations both domestically globally, requiring a better understanding of diversity, knowledge, and skills to maximize the benefits of diversity as organizations have to manage more and more diverse workforce. According to Cocchiara, Connerley & Bell (2010), their studied revealed the main reasons that most of organizations try to effectively manage diversity are business success, to remain competitive in a global marketplace, motivate employees, increase creativity and innovation. Therefore, organization must be aware of these changes in composition of workforce, also must understand and learn how to leverage and promote diversity to achieve organizational goals, to gain maximum benefit from diverse workforce, and to achieve superior performance.

The contents of
the thesis is for
internal user
only

REFERENCES

- Allen, E. (1995). Surviving diversity training. *Working Woman* 20, 55-58.
- Anderson, J. R. (1982). Acquisition of a cognitive skill. *Psychological Review*, 89, 369-406.
- Ang, S., Dyne, L.V., Koh, C, Yee Ng, K., Templer, K.J., Tay, C. & Chandrasekar, A. (2007), Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance, *Management and Organization Review* 3:3 335–371.
- Avery, D. R., & Thomas, K. M. 2004. Blending content and contact: The roles of diversity curriculum and campus heterogeneity in fostering diversity management competency. *Academy of Management Learning & Education*, 3: 380–396.
- Baldwin, T.T. & Ford, J.K. (1988) . Transfer of Training: A reviews and direction for future research . *Personnel Psychology*, 41, 63-105.
- Bandura, A. (1986). *Social foundation of the thought and action*. Upper Saddle River, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman
- Baytos, L. M. (1995). *Designing and implementing successful diversity programs*. Upper Saddle River, NJ: Prentice Hall.
- Bell, M. (2006). *Managing diversity in organizations*. Mason, OH: Thomson South-Western.
- Biga, A. (2007), Measuring diversity management skill: Development and validation of a situational judgment test, University of South Florida (USF).
- Cocchiara, F.K, Connerley, M.L. & Bell, M.P. (2010) “A GEM” FOR INCREASING THE EFFECTIVENESS OF DIVERSITY TRAINING, *Human Resource Management*, 2010, Vol 49- 6, 1089– 1106.
- Combs, G. M., & Luthan, S. (2007). A tale of two cultures: Attitudes towards affirmative action in the United States and India. *Journal of World Business*, 40, 158–171.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85, 678–707.
- Caudron, S. & Hayes, C. (1997). Are diversity programmes benefiting African Americans?.

Black Enterprise 27, 121-132.

Davidson, M. N. (1999). The value of being included: An examination of diversity change initiatives in organizations. *Performance Improvement Quarterly*, 12, 164–180.

De Meuse, K. P., & Hostager, T. J. (2001). Developing an instrument for measuring attitude toward and perceptions of workplace diversity: An initial report. *Human Resource Development Quarterly*, 12, 33–51.

Ellis, C. & Sonnenfeld, J.A. (1994). Diverse approaches to managing diversity. *Human Resource Management* 33, 79-109.

Ellis, A.P.J., & Evans, J. (2008). Unlocking the effects of gender faultlines on team creativity: Is activation the key? *Journal of Applied Psychology*, 93(1), 225-234.

Gaertner, S. L., Mann, J. A., Dovidio, J. F., Murrell, A. J., & Pomare, M. (1990). How does cooperation reduce intergroup bias? *Journal of Personality and Social Psychology*, 59: 692–704.

Gagne, R. M. (1984). Learning outcomes and their effects: Useful categories of human performance. *American Psychologist*, 39, 377-385.

Galen, M. & Palmer, A.T. (1993). White, male, and worried. *Business Week*, January 31, 50-55.

Goldstein, I.L. (1993). *Training in Organizations: Needs Assessment, Development, and Evaluation*, 3rd edn. Brooks/Cole, Pacific Grove, CA.

Gordon, J. (1995). What if it isn't just lousy facilitators?. *Training*, 32, 28-29.

Hanna, D. (2010). Organization development and Human resources management. *OD Practitioner*, 42, 12-16.

Hanover, M. B., & Cellar, D. F. (1998). Environmental factors and the effectiveness of workforce diversity training. *Human Resource Development Quarterly*, 9, 105–124.

Hostager, T.J. & De Meuse, K.P. (2008), The Effects of a Diversity Learning Experience on Positive and Negative Diversity Perceptions, *Journal of Business Psychology*, 23,127–139.

Holladay, C. L., Knight, J. L., Paige, D. L., & Quiñones, M. A. (2003). The influence of

- framing on attitudes toward diversity training. *Human Resource Development Quarterly*, 14, 245–263.
- Holladay, C.L. & Quinones, M.A.(2008), The Influence of Training Focus and Trainer Characteristics on Diversity Training Effectiveness, *Academy of Management Learning & Education*, 2008, Vol. 7, No. 3, 343–354.
- Katz, J.H. (1978). *White Awareness: Anti-Racism Training*, University of Oklahoma Press: Norman, OK.
- Kidder, D. L., Lankau, D., Chrobot-Mason, D., Mollica, K. A., & Friedman, R. A. (2005). Backlash towards diversity initiatives: Examining the impact of diversity program justification, personal and group outcomes. *International Journal of Conflict Management*, 15, 77–102.
- Kirkland, S.E. & Regan, A.M. (1997). Organizational racial diversity training. *Racial Identity Theory: Applications to Individual, Group, and Organizational Interventions*, Thompson CE, Carter RT (eds). Erlbaum: Mahwah, NJ, 159-175.
- Kitfield J. (1998). Boot camp lite. *Government Executive* 30, 45-49.
- Kraiger, K., Ford, J.K.& Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78, 311-328.
- Kulik, C.T, Pepper, M.B., Roberson, L. & Parker, S. (2007), The rich get richer: predicting participation in voluntary diversity training, *Journal of Organizational Behavior*, 28, 753–769.
- Lim, D. H., & Wentling, R. M. (1998). Transfer of training programs for multinational chain hotels in Korea. *International Journal of Training and Development*, 2, 1, 17- 28.
- Lim, D.H. (2000). Training Design Factors Influencing Transfer of Training to the workplace within an International Context . *Journal of Vocational Education and Training*, 52, 243-258.
- Markels, A. (1997). A diversity program can prove divisive. *Wall Street Journal* January 30, B1-B2.
- Mager, R. (1992, April). No self-efficacy, no performance. *Training*, 32–36.

- Noe, R.A. & Ford, J.K. (1992). Emerging issues and new directions for training research. *Research in Personnel and Human Resources Management*, 10, 345-384.
- Paige, R.M. & Martin JN. (1996). Ethics in intercultural training. In *Handbook of Intercultural Training* 2nd edn, Sage, Thousand Oaks, CA, 35-60.
- Pendry, L.F., Driscoll, D.M. & Field, S.C.T., (2007), Diversity training: Putting theory into Practice, *Journal of Occupational and Organizational Psychology* (2007), 80, 27–50.
- Plantenga, D. (2004). Gender, identity, and diversity: Learning from insights gained in Transformative gender training. *Gender and Development*, 12, 40–46.
- Plummer, D. L. 1998. Approaching diversity training in the year 2000. *Consulting Psychology Journal*, 50: 181–189.
- Quinones, M. A. 1995. Pretraining context effects: Training assignment as feedback. *Journal of Applied Psychology*, 80: 226–238.
- Roberson, L., Kulik, C.T. , & Pepper, M.B. (2001). Designing effective diversity training: influence of group composition and trainee experience. *Journal of Organizational Behavior*, 22, 871-885.
- Roberson, L., Kulik, C. T., & Pepper, M. B. (2003). Using needs assessment to resolve Controversies in diversity training design. *Group and Organization Management*, 28, 148–174.
- Rosen, B. & Rynes, S. (1995) . A field survey of factors affecting the adoption and perceived success of diversity training . *Personnel Psychology*, 48, 247-268.
- Rouse, W B., & Morris, N. M. (1986). On looking into the black box: Prospects and limits in the search for mental models. *Psychological Bulletin*, 100, 349-363.
- Schwoerer, C. E., May, D. R., Hollensbe, E. C., & Mencl, J. (2005). General and specific Selfefficacy in the context of a training intervention to enhance performance expectancy. *Human Resource Development Quarterly*, 16, 111–129.
- Stevens, J. (1996). *Applied multivariate statistics for the social sciences*. 3rd ed. Mahwah, NJ: Lawrence Earlbaum Associates.
- Vanbeselaere, N. 1991. The impact of in-group and out-group homogeneity/heterogeneity upon intergroup relations. *Basic and Applied Social Psychology*, 12: 291–301.

Von Bergen, C. W., Soper, B., & Foster, T. 2002. Unintended negative effects of diversity management. *Public Personnel Management*, 31: 239–251.

Wagner, R. K. (1987). Tacit knowledge in everyday intelligent behavior. *Journal of Personality and Social Psychology*, 52, 1236-1241.

Wentling, R.M. & Rivas, N.P. (1999). Components of effective diversity training programs. *International Journal of Training and Development*, 3, 215-226.

Wiethoff, C. (2004). Motivation to learn and diversity training: Application of the theory of planned behavior. *Human Resource Development Quarterly*, 15, 263–278.