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Voluntary Diversity Training Strategies for Alleviating Leadership Gender Bias

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Abstract

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Abstract

Researchers showed that mandatory diversity training programs in large U.S. corporations adversely increase unconscious gender bias of promotion selection. The problem is that workplace diversity experts disagree about a consistent set of strategies to implement voluntary diversity training programs, adversely affecting the efficiency and productivity in training related to alleviating unconscious gender bias in selecting women to management. The purpose of this qualitative classical Delphi study was to determine how a panel of eight workplace diversity experts viewed the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in selecting women to management. Employees' intention to participate in non-mandatory trainings, content and method of diversity training, and unconscious associations of gender to leadership roles formed the conceptual framework. Panelists completed three rounds of online surveys. Narrative responses were analyzed for strategic content in Round 1 and informed items rated for desirability and feasibility in Rounds 2 and 3. Items meeting criteria for consensus comprised the resulting 16 strategies in eight categories: goal orientation, cognitive interest, job involvement, career insight, career identity, benefits, corporate stance, and secondary support. These strategies may inform organizational policies and practices, enabling a culture of curiosity to appreciate differences benefiting from diversity in solving corporate challenges. Women in corporate environments may experience increases in selection to leadership roles, reducing systematic sexism and unconscious leadership gender bias, leading to positive social change.

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Chapter 1: Introduction to the Study

Executives and workplace diversity practitioners in American corporations have attempted to resolve diversity inequality by implementing mandatory programs to change the cultural acceptance of differences and systems to force diversity metrics. Both approaches have largely failed to increase women and minorities' promotion opportunities and researchers indicate that these programs adversely influence acceptance of diversity and rather foster employees' active resistance toward diversity goals (Lombardo & Mergaert, 2013; Rubery & Hebson, 2018). While the evolution of diversity integration in organizations has grown, the current state at the management levels is not increasing relative to diversity in the workforce in proportion to employment levels (Kossek et al., 2017).

In 1964, the United States passed the Civil Rights Act, a catalyst for corporate executives to enforce diversity training by focusing on compliance with the law to avoid discrimination lawsuits (Edelman et al., 1999). By the 1970s, many corporate diversity training programs were mandatory antidiscrimination classes for managers and employee compliance with corporate policy (Anand & Winters, 2008). Organizations in the early 1980s had made some progress in building a more diverse workforce and approach diversity training to assimilate various groups into existing corporate cultures (Ivancevich & Gilbert, 2000). Inclusiveness during this stage meant people could be different if they were good cultural fits (Aycan et al., 1999; Marvasti & McKinney, 2011). In the late 1980s and through the 1990s, diversity leaders saw federal enforcement decline for affirmative action. However, many organizational leaders sustained policies intended to

increase diversity for business reasons of competitiveness (Gilbert et al., 1999). Toward

the end of the 1990s, researchers started to question the value of diversity training

(Ivancevich & Gilbert, 2000). During and after the 2000s, the emergence of many types

of training, to include cultural competence, gender awareness, age, LGBT, disability, and

antidiscrimination emerged (Alhejji et al., 2016). Currently, a developing view of

diversity training is responding to the unconscious biases that contribute to discrimination

behaviors and has also shown to be the source of resistance to diversity training (Collier

& Zhang, 2016; Feloni, 2016).

The study's topic was workplace diversity experts' views regarding voluntary

diversity training strategies to address gender bias in selecting women in management

positions. Chapter 1 includes the background of the study, the conceptual foundation of

the problem, and the population of focus. Other sections include the problem statement,

the purpose statement, the conceptual framework, and the nature of the study. This

chapter also consists of the significance of the study for positive social change,

management practice, scholarly research, and theory. Other sections are the definitions of

terms, assumptions, scope and delimitations, and limitations associated with the

population and method.

Background of the Study

Organizational leaders understand that diversity training is necessary, and

researchers have identified training as a critical success factor in developing diversity

programs (Heitner et al., 2013). Education alone is not sufficient as mandatory training

for organizational diversity solutions; rather, research shows it can be detrimental to the

diversity goals of increasing percentages of minorities and women in leadership positions (Dobbin & Kalev, 2016). Within corporations, women hold only 36.4% of all leadership roles and less than 7% of top positions but represent 44.3% of all workers, which shows a disparity in leadership selection (Bishu & Alkadry, 2017; Blackburn et al., 2016; Bureau of Labor Statistics, 2017). Approximately 90% of U.S. corporations reinforce male leadership bias due to unconscious employee responses regarding mandatory diversity training programs, resulting in a decline of 4-9% of women in management positions within 5 years of implementation (Dobbin & Kalev, 2016; Kalev et al., 2006).

One function of the unconscious mind is the brain's immediate responses that connect conscious awareness to decisions (Radman, 2017). Experiences guide the unconscious development, resulting in brain processing possibilities from a response that provides indicators for the conscious mind to choose. With leadership bias, the nuclear family experience of fathers working and mothers as caretakers is a possible explanation for why 70% of Americans have a strong gender bias of associating men with leadership roles (Kramer & Harris, 2016; Weissbourd, 2015). While the unconscious mind can change and learn new patterns from stimuli, it is a complex interaction of many mental processes to form how the unconscious will present expectations to the conscious mind (Radman, 2017).

Part of the unconscious mind's complexity is a resistance to change associated with a personal social identity making mandatory diversity training a confrontational experience to people who are not already in agreement with the training event (Reynolds et al., 2015; Robertson & Byrne, 2016). In other words, when people see the activity as

aggressive to their identity, the normal neurological response is to become defensive toward the content. The psychological state of resisting change and perceiving counter views as threats is negativity bias and develops during childhood (Madera, 2018).

The unconscious bias of associating men with leadership and women with followership also affects tendencies in the language of job postings. Collier and Zhang (2016) found in their study on gender-biased words in job postings that 35.6% of women candidates would not apply to positions that appeared to have a male bias assuming they would not have an opportunity. Collier and Zhang also found that hiring managers would validate those assumptions and hire men to leadership positions more often. The systemic patterns of bias for gender roles are reinforcing cycles within corporations and mandatory training programs have not resulted in a significant change for women in leadership roles (Daryani & Amini, 2016; Feloni, 2016; Hogue, 2016). Critics of unconscious bias training suggested the training becomes an excuse for discriminatory behaviors and places the blame on individuals versus institutional cultures of continued discrimination (Tate & Page, 2018).

Problem Statement

The percentage of women in management is lower in organizations that mandate diversity training programs, due to unconscious resistance to change; however, when employees voluntarily embrace change, the percentage of women in management increases (Dobbin & Kalev, 2016; Feloni, 2016; Kramer & Harris, 2016; Weissbourd, 2015). For example, Black and Asian women experience fewer advancements in organizations that mandate diversity training and more advancements in organizations

that implemented voluntary diversity training, by 8% and 17%, respectively (Dobbin &

Kalev, 2016). Diversity training effectiveness is commonly measured by individual

scores of trainee reactions, cognitive, behavioral, and attitudes, which has limited

workplace diversity practitioners' strategies regarding pervasive unconscious gender bias

regarding women in leadership positions (Bezrukova et al., 2016; Bishu & Alkadry,

2017; Blackburn et al., 2016; Klettner et al., 2016).

The general management problem is many workplace diversity practitioners

implemented mandatory diversity training programs in large U.S. corporations despite the

known adverse effect of increasing unconscious gender bias of promotion selection

(Kelly & Smith, 2014; Weissbourd, 2015). Workplace diversity experts must develop

strategies for implementing voluntary diversity training programs to address the effects of

unconscious gender bias (Fujimoto & Härtel, 2017). There is a gap in existing research

regarding future-oriented strategies to implement voluntary diversity training programs

(Dobbin & Kalev, 2016; Fujimoto & Härtel, 2017). The specific management problem is

that workplace diversity experts disagree about a consistent set of strategies to implement

voluntary diversity training programs (Fujimoto & Härtel, 2017), which adversely affects

their efficiency and productivity for alleviating unconscious gender bias in the selection

of women to management positions (Burns et al., 2017; Robertson & Byrne, 2016).

Purpose of the Study

The purpose of the current qualitative classical Delphi study was to determine

how a panel of eight workplace diversity experts viewed the desirability and feasibility of

forward-looking strategies for implementing voluntary diversity training programs to

alleviate unconscious gender bias in the selection of women to management positions. The current study included a purposeful sample of eight workplace diversity experts who had current knowledge of setting diversity programs' corporate strategy. The Delphi method was appropriate given the need for workplace diversity experts to develop voluntary diversity training techniques to advance gender equality within corporations in the United States (Fujimoto & Härtel, 2017; Robertson & Byrne, 2016). The current study results include recommendations for changes in decision-making and implementation processes that could improve diversity training programs' organizational effectiveness.

Research Questions

The primary research question that guided this study was:

R1: How does a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions?

The research subquestions were:

S1: How does a panel of workplace diversity experts view the desirability of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions?

S2: How does a panel of workplace diversity experts view the feasibility of forward-looking strategies for implementing voluntary diversity training

programs to alleviate unconscious gender bias in the selection of women to

management positions?

Conceptual Framework

The current study focused on future-oriented strategies for implementing

voluntary diversity training programs to alleviate unconscious gender bias in the selection

of women to management positions. The management concepts associated with the

current study included the content of diversity training, the method of diversity training,

unconscious associations of gender to leadership roles within a pragmatic perspective of

developing knowledge from qualitative data to implement change.

Studies regarding diversity training often are designed to focus on the content of

material, with little differences found with the results in mandatory or voluntary training

situations. The evaluations for diversity training often focus on how well the lessons were

learned by measuring the participants' short and long-term responses (Bezrukova et al.,

2016; Fujimoto & Härtel, 2017). The results of diversity training typically measure

conscious understanding and observed behavior (Alhejji et al., 2016). The evaluations do

not usually measure the change or effect of change regarding unconscious bias in the

selection of women to management (O'Brien et al., 2015).

Unconscious biases are the immediate responses to stimuli processed as either

good or bad. Memories and genetics create biases (Chiao, 2011) and biases are part of

instinctual human nature of self-preservation and resistance to change (Ferdman, 2017).

The practicality of changing biases through training is more challenging than increasing

one's awareness of biases (Johnson, 2017; Noon, 2017). Unconscious biases are essential

for survival, and in many aspects of healthy responses, it serves the protection of self and others (Ross, 2008). Pulling a person out of the way of incoming traffic happens faster than logic or reason at a cognitive level, so protecting another from danger is an example of the value of unconscious biases. However, unconscious biases are untrustworthy when evaluating people because the immediate cues have already judged preceding cognitive logic or reason. Altering a person's biases toward positive social change requires individuals to choose actions and education that align with the desired result (Byyny, 2017).

People taking the implicit bias test consistently tend toward strong unconscious associations of male characteristics to leadership and female characteristics to followership (Braun et al., 2017; Hill et al., 2016; Rhee & Sigler, 2015). The stereotypical nuclear family experience may explain part of inherent biases that younger people have higher degrees of male leadership bias than older people, as fathers' familiarity with mothers' nurturing is a predominant experience (Shockley et al., 2017). However, the decrease of male leadership bias with older workers could source from a greater diversity of experiences of women in leadership roles that have shifted their associations closer to equality (Ferragut et al., 2017; Kramer & Harris, 2016).

Researchers have found that positive experiences with different people lead to more diversity advocates (Christ et al., 2014; Dobbin & Kalev, 2016). Shared aspects of changing people's behavior toward others come from increased interactions that introduce new understandings. Mandatory training would seem the quick answer to force increased interactions; however, compulsory training triggers the unconscious mind to

evaluate the experience as a confrontation and reinforces existing biases that undermine the training effort (Kalev et al., 2006). The result is a dilemma that the measures for diversity training success may indicate personal understanding, but the organizational occurrences of advancing diversity do not align with the training results. Current projections for reaching gender equality in the workplace are generations ahead at over 80 years (Anderson, 2016). Mandatory training is not solving inequality, and, if maintained as a practice, may extend the inequality projections further (Dobbin & Kalev, 2016). Advocates for mandatory training (Cocchiara et al., 2010) provide a case that the attempt is better than no effort, and they do acknowledge the challenge for practical training is it must be a positive learning experience. However, they do not account for the unconscious bias barriers that do more harm.

Voluntary diversity training has an essential advantage to mandatory training when measuring organizational change versus individual test assessments (Homan et al., 2015). The benefit of voluntary diversity training is that the person has a reason to overcome resistance to change, which is an enabler for training the unconscious mind (Ekstrom, 2004). An effect of voluntary participation is higher rates of diversity in promotions than organizations with mandatory training (Dobbin & Kalev, 2016). The researchers advocating for voluntary diversity training programs because of how unconscious bias functions in mandatory trainings, also argue that training cannot be the single solution but part of a culture of inclusion.

The pragmatic trait of the current study was that workplace diversity practitioners in large U.S. corporations lacked the knowledge for implementing voluntary diversity

training programs. This pragmatic perspective merges quantitative and qualitative

paradigms for answering the research question (Onwuegbuzie & Leech, 2005). One

practical approach to developing knowledge is using the qualitative Delphi method,

which the RAND Corporation created for informing direct practices (Brady, 2015). The

qualitative aspect of the Delphi method is the collection of the views of experts to answer

the research questions, with statistical descriptions of their ratings in subsequent rounds

to identify consensus as to the quantitative aspect. The Delphi method differs from mixed

methods, as such an approach would involve two phases, one founded on a theoretical

model for quantitative investigation, and another based on understanding experiences for

a qualitative study (Koppman & Leahey, 2019). Due to the lack of organizations

implementing voluntary diversity training, a theoretical model was not testable or

sufficient for reliable lived experiences saturation. The pragmatic approach of using a

qualitative Delphi method provided further understanding for the development of theory

and more lived experiences for understanding the meaning.

Nature of the Study

The current study focused on the views of a panel of eight workplace diversity

experts on the desirability and feasibility of forward-looking strategies for implementing

voluntary diversity training programs to alleviate unconscious gender bias in the selection

of women to management positions. Based on the purpose of the current study, a

qualitative research method was most appropriate. The qualitative method is useful when

researchers seek to understand how people perceive a phenomenon (Wolgemuth et al.,

2015). Qualitative research can help workplace diversity experts gain an inductive

understanding of statistical data by providing meaning and ideas of new paths unattainable from standard distribution models (Eisenhardt et al., 2016). Most large U.S. corporations do not alleviate the effects of unconscious gender bias by having ineffective mandatory diversity training programs in place or none (Bezrukova et al., 2016; Dobbin & Kalev, 2016), illustrating a need existed for future-oriented strategies for implementing voluntary diversity training programs. A mixed method was not appropriate for the current study because the current study involved collecting opinions that could contribute to theory development versus testing a theory in an environment, as in mixed methods research (Koppman & Leahey, 2019).

Delphi methods originated from the classical Delphi method with labels including real-time, policy, decision, historical, quantitative, and exploratory, as standard adaptions (Mullen, 2003). The classical Delphi originates from the RAND corporation typically is designed with a predetermined level of consensus of 60% or higher and continuing multiple rounds until that level is obtained (Foth et al., 2016). The policy Delphi is an approach that researchers use to seek opposing ideas to provide policymakers informed options to build policy following the same style of anonymous interaction as the classical Delphi method (Turoff, 2002). Applications of the modified Delphi method may include one or more variations of the classical Delphi in rounds, purpose, delivery, and the elimination of the open response first-round questions (Hasson & Keeney, 2011). The labels associated with Delphi methods lack rigid delineation, which causes difficulty for researchers to determine the correct label for the method (Hasson & Keeney, 2011; Mullen, 2003).

The use of the classical Delphi method as the framework for the current study supported building consensus for strategies that could assist workplace diversity practitioners in remediating some of the effects of unconscious gender bias in the promotion process. The current study included collecting narrative responses through open-ended questions for Round 1. Round 1 was the source material for developing Round 2 and Round 3 items that were rated to identify the panelists' consensus. The limitation of three rounds was suitable for qualitative reliability without forcing consensus when the participants may never have reached the predetermined rating, and more than three rounds increase attrition from fatigue (Mullen, 2003; Trevelyan & Robinson, 2015; Worrell et al., 2013). The development of the Internet has enabled researchers using the Delphi method to collect multiple rounds of data in as short as one day and very efficiently compared to traditional postal methods (Vernon, 2009). Electronic communications were the panelists' communication method for their questions and informing them of the instrumentation links. The instrumentation was an online questionnaire to offer and preserve anonymity between the panelists who interacted only with the researcher.

The definition of an expert in the Delphi research tradition is one who has knowledge and experience others would trust as reasonable for providing an informed opinion regarding a topic (Baker et al., 2006; Habibi et al., 2014). Participant eligibility for designation as an expert included: (a) current knowledge of strategic directions of diversity programs in large corporations based in the United States; (b) at least 5 years of experience supporting diversity strategies whether as an organizational employee or a

consultant; and (c) either a graduate degree related to HR or an industry-recognized certification in the HR field. Identification of potential participants came from (a) direct invitations from the professional networking site LinkedIn; (b) indirect invitations shared by others in my professional network. These criteria supported the selection of 25 workplace diversity experts from multiple corporate backgrounds and similar situational expertise in implementing diversity strategies in large U.S. corporations to align with Delphi expert selection (Baker et al., 2006; Worthington et al., 2014).

The current study had three rounds of iterative questionnaires starting with the experts responding individually to the open-ended Round 1 questions through a web-based questionnaire. Consistent with Delphi methodology research, the items on the questionnaire for Round 2 came from the strategic analysis of the gathered data from the narrative responses of Round 1 (Avella, 2016; Brady, 2015). In Round 2 data collection, the participants rated items derived from Round 1 responses for desirability and feasibility on a 5-point Likert-type scale, including an optional justifications field for their ratings. The top two ratings for the 5-point Likert-type scale pertained to 4 being desirable or feasible and 5 being highly desirable or highly feasible.

Analysis of two measures determined the inclusion of a statement into Round 3. Inclusion to Round 3 measures were (a) median agreement ≥ 4, or (b) proportion of agreement ≥ 65% for the top two responses (a rating of 4 or 5) for both desirability and feasibility for inclusion in Round 3. The selection for the measure of consensus for the current study of 65% aligned with agreement practices for consensus of panel sizes under 30 (Diamond et al., 2014; Gabel & Shipan, 2004; Hsu & Sandford, 2007). The selection

of the top two agreements for moving to Round 3 aligned with the examples of

researchers following the classical Delphi method (Heitner et al., 2013; McGeary, 2009).

Consensus in the current Delphi study occurred when 75% of the expert panel rated an

element as 4 or higher on a 5-point scale for both desirability and feasibility categories.

Using median score of 4 or higher on all categories of measurement and percentage of

agreement is a common technique for determining consensus in Delphi studies (Ab Latif

et al., 2016; Heitner et al., 2013; Weise et al., 2016).

Definitions

The following definitions pertain to words and terms that have multiple meanings

outside of the current study context. Each entry includes a specific definition for the term.

The definitions include a source from the literature pertinent to gender equality topics,

Delphi research, and other relevant areas.

Desirability: Desirability refers to the degree to which an action will have a

greater or lesser benefit to a corporation than the cost (Turoff, 2002). In the current study,

desirability pertained to strategies for alleviating unconscious gender bias in the selection

of women to management positions.

Diversity: Diversity is the demographic differences within an organization that

includes race, age, gender, disability, values, beliefs, education, and experience (Garib,

2013; Ledimo, 2015). The primary focus of diversity in the current study was gender, but

the other demographic aspects are relevant during data collection and analysis, as

diversity is not constrained to one description of people (Collins & Bilge, 2016; Walby et

al., 2012).

Diversity training: Diversity training is also known as diversity education, organizational learning, and generally focusing on either increasing employee understanding or for managers to increase their support of diversity (Cocchiara et al., 2010; Fujimoto & Härtel, 2017). The general purpose of diversity training is to increase diversity within an organization (Bezrukova et al., 2016; Phillips et al., 2016). In the current study, panelists could provide strategies for both employee and manager intended diversity training applications.

Feasibility: Feasibility refers to the degree that an action is possible within corporate settings regarding resources and sufficiency of information (Turoff, 2002). In the current study, feasibility pertained to strategies for alleviating unconscious gender bias in the selection of women to management positions.

Gender bias: In the current study, gender bias refers to the general association men and women make toward the qualities of management and leadership as masculine and qualities of followership as feminine that are reoccurring themes of implicit leadership theories and implicit followership theories (Braun et al., 2017; Madsen & Scribner, 2017).

Leaders: In the context of the current study, leaders are persons in corporate roles that start with management duties and titles through executive roles, who influence the operational activities of non-management employees (Madsen & Scribner, 2017; Rhee & Sigler, 2015).

Voluntary training: Voluntary training refers to training for which the participants within an organization are free to choose whether they will participate (Alhejji et al., 2016).

Assumptions

One assumption in the current study was workplace diversity experts work directly with or are labeled senior diversity officers as such associations have the duties of setting strategic directions for diversity programs within large U.S. corporations (Dobbin et al., 2007; Shi et al., 2018). The pertinent aspect of senior diversity officers that is generalized in workplace diversity experts is collective knowledge and understanding of the nature of and delivery of diversity training (R. A. Green, 2014). Workplace diversity experts should have knowledge related to the duties of the development of diversity programs to include compliance, outreach, and training (Cocchiara et al., 2010; Leon, 2014).

The second assumption related to the participants was that they would feel comfortable providing informed opinions (Hasson et al., 2000). Asking members to rate each item for desirability and feasibility reduces peer pressure to conform to group norms (Rowe & Wright, 1999). The third assumption was that opinions of the panelists came from relevant experiences and education (Yousuf, 2007). The basis for this assumption is cultural consensus theory, which supports the belief that expert opinion will have superior value than novice opinion, and the collective opinion of experts has value for the whole (Weller, 2007).

Scope and Delimitations

The scope of the current study was how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions in the United States. The methodology to achieve this goal was a classical Delphi approach. Using the Delphi method of iterative communications, the panelists responded to one open-ended questionnaire and two subsequent rounds to rate the distilled strategies developed from the open-ended questions. The subsequent rounds consisted of questionnaires to rate the elements via two 5-point Likert-type scales, one for desirability and one for feasibility [4/3/2020 to 10/30/2020]. The time necessary to complete the three iterative rounds and obtain enough responses was 7 months.

The first delimitation was confining the information developed through a classical Delphi method of asking workplace diversity experts their opinions on successful strategies to implement voluntary diversity training programs. Another delimitation was selecting experts in large corporations eligible from within U.S. geographic locations or industries to provide a broader opportunity for diverse opinions than a single industry or organization. The delimitation of control of communication was electronic via the Internet for the benefits of anonymity, speed of communication, and less costly execution compared to in-person or traditional mail.

Limitations

The Delphi method has limitations that the panelists are outside of the control of the researcher. The first limitation was the availability of potential panelists, as the selection was dependent upon the availability and willingness of those who accepted the invitation to participate. Placing qualification requirements on the panelists provided an additional reduction of risk to validity from the potential of similarity bias. A process to overcome the limitation of respondents' availability was to ask them to share the invitation with colleagues who meet the research criteria as a snowball technique (Robinson, 2014).

A second limitation was the availability of a sufficient sample. Recruiting participants for the current study was difficult and extended the time needed to complete data collection. The response rate to more than 2,600 invitations sent for Round 1 was under 1%, with 25 panelists completing and submitting the Round 1 questionnaire. The general retention rate of about 70% for Delphi studies appears to increase for those conducted entirely online, and the use of online questionnaires for data collection may reduce the risk of attrition (Helms et al., 2017). Retention from Round 1 to Round 2 was 64%. Expectations for attrition for online Delphi studies were 30% between each round (Guerreiro et al., 2018; Toronto, 2017). The current pandemic due to COVID-19 and concomitant stresses on the workforce may have contributed to the high attrition rate.

As the findings of the current study could contribute to positive social change, the panelists may have had assumptions about desirability of their solutions and allowed that to influence their selection over their practical reasoning. In questionnaire research, social

desirability theory is the tendency of people to answer according to what they believe is most socially acceptable even if it is counter to their personal beliefs (Dahlgren & Hansen, 2015; S. H. Kim & Kim, 2016). Specific social desirability bias risks are characteristics, behaviors, beliefs, and attitudes that are personal and potentially higher with online questionnaires than phone interviews (Gittelman et al., 2015). None of the instrumentation questions included personal nature elements to reduce the social desirability bias risk, specific to their past or current employment.

Significance of the Study

Significance to Practice

Workplace diversity practitioners use diversity training to increase diversity and diversity acceptance within organizations (Tychonievich & Cohoon, 2020). As voluntary diversity training is an established method to accomplish increases in diversity for leadership roles within organizations (Alhejji et al., 2016; Bezrukova et al., 2016; Correll, 2017; Dobbin & Kalev, 2018; Fujimoto & Härtel, 2017), workplace diversity practitioners implementing the strategies of the current study may help increase diversity in leadership. Budgets also limit workplace diversity practitioners with strict expectations for return on investments (Shi et al., 2018) that leaders could resolve by implementing feasible strategies to minimize costs of implementing voluntary diversity training programs.

Implementation of the strategies resulting from the current study by workplace diversity practitioners may decrease the unintended effects of increasing gender leadership bias from mandatory diversity training (Dobbin & Kalev, 2016; Gegenfurtner

et al., 2016). Workplace diversity practitioners have the unique position within corporate structures to work across organizational communication lines to guide department leaders in encouraging voluntary diversity training (Leon, 2014; Ross, 2008). The strategies reaveled by the current study include action items to enable cross-department communications focusing on diversity engagement, leading to more inclusive cultures within corporations.

Significance to Theory

The resutls of the current study could influence the interpretation and application of current theories or inform the creation of new theories pertinent to decreasing unconscious leader gender bias with organizational leaders to increase the percentage of women in leadership positions. According to the conceputal framework based on Sutha et al.'s (2016) model of employees' intention to participate in non-mandatory training, several organizational culture constructs can positively influence the participation rates of employees in non-mandatory training. The findings of the current study reduced the gap in the scholarly literature for specific strategies corporate leaders could implement to change culture constructs that could positively influence the participation rates of voluntary diversity training programs.

The findings of the current study also have implications for the research on unconscious gender bias. Skov (2020) provided evidence that in the area of unconscious gender bias in academia there is a lack of emprirical evidence and any form of bias is too easily used to mean the same of unconscious bias. For the current study, three elements formed the framing of unconscious bias. The first element was Dobbin and Kalev's

(2016) study covering 30 years of corporate empirical data showing a measurable result of lower rates of women in leadership for training that works against unconscious biases. The second element was Feloni's (2016) report regarding a Google study on implicit bias that revealed subtle preferences based on feelings about people has systemic effects on promotion decisions against women. The third element was Radman's (2017) book that explained how personal experiences create an interaction between the unoconscious biases and the conscious mind.

Corporate leaders have influence on the culture of their organizations and the conscious experiences they perpetuate within the organization can influence the unconscious minds of people to broader acceptance or reinforce the existing biases. The evidence from Dobbin and Kalev (2016) indicated mandatory diversity programs reinforce discriminatory biases while voluntary diversity programs increase diversity acceptance. The strategies identified in the current study may help build emperical evidence that would increase understanding of unconscious gender bias and voluntary diversity training programs.

Significance to Social Change

The findings have several positive social change implications. One of the current problems with diversity training processes is that evaluations of progress occur the individual level when the goal should be increased diversity (Adamson et al., 2016). The forward-looking strategies that emerged from the current study may provide a path to change the focus. Positive experiences for diversity interactions are when people interact with persons different from themselves and have shared accomplishments or friendship

experiences that create new unconscious biases for different population groups (Haig, 2016). Creating opportunities for positive experiences is a shift of focus from mandatory diveristy training that creates at least an unconscious confrontational mental state. These strategies may provide a method for workplace diversity practitioners to lead culture change of shifting the purpose of diversity training from individuals to shared corporate positive experiences.

If implemented, the findings of the current study may help at the organizational level by increasing women's promotion rate to leadership positions. Adoption of the strategies may help change the culture within organizations to support voluntary diversity training and reduce the resistance. Supportive cultures within corporations may help reduce the resistance of workplace diversity practitioners to voluntary diversity training. The strategies revealed by the current study may help workplace diversity practitioners encourage internal corporate pressure for a culture supporting diversity acceptance that has significant positive results for increasing equality of women to leadership roles (Cook & Glass, 2015; Motel, 2016).

Summary and Transition

The goal of the current study was to understand how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in selecting women to management positions. The research approach was a classical Delphi to capture the opinions from a panel of experts through three rounds of inquiry to evaluate the consensus level. Diversity training is essential to the success of diversity

efforts, but mandatory training increases the male bias of leadership by reinforcing unconscious gender bias and, as a result, reducing the number of women selected to management positions. Workplace diversity experts must develop solutions to implement training with voluntary methods to alleviate unconscious gender bias while providing the necessary training for a complete diversity program.

Chapter 2 includes the research available on implementing diversity training and unconscious gender bias. The literature review includes exploring research articles from multiple sources and opinions to frame the history of diversity training and unconscious gender bias in the selection of women to management positions.

Chapter 2: Literature Review

Unconscious gender bias in selecting women for leadership positions is a problem that adversely becomes worse when individuals feel forced to participate in diversity training (Kelly & Smith, 2014; Weissbourd, 2015). Rather than abandon diversity training, researchers are recommending corporations shift to voluntary diversity training programs (Dobbin & Kalev, 2016; Fujimoto & Härtel, 2017). However, workplace diversity experts lack consensus on the future-oriented strategies that workplace diversity practitioners could use to implement voluntary programs within large U.S. corporations (Dobbin & Kalev, 2016; Fujimoto & Härtel, 2017).

The purpose of the current qualitative classical Delphi study was to determine how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The four sections presented in this chapter include synthesizing the relevant literature of diversity training, leadership bias, and the background for consensus development. These sections are literature search strategy, conceptual framework, literature review, and a final section of summary and conclusions.

Literature Search Strategy

The literature review composition comes from 134 sources of peer-reviewed journals, books, periodicals, and reports. The primary source for finding and accessing the literature was through Google Scholar, using the link to the Walden University Library setting option. The material breakdown is that from 2017 to 2021, 43 articles

were peer-reviewed, eight from trade journals, two from trade magazines, two were research reports, one conference paper, and two books. Material from 2016 and older included 75 peer-reviewed articles and one trade journal article.

The research from Dobbin and Kalev (2016, 2018) and E. Kelly and Dobbin (1998) were seminal to the current study, leading to an exploration of the literature about voluntary diversity training compared to mandatory diversity training programs. Fujimoto and Härtel's (2017) work provided a framework for understanding how corporations typically approach diversity training and the usual outcome measurements method. The history of voluntary diversity training from Kulik et al. (2007) indicated that only interested people would participate and not have much organizational effect. The earlier research challenge was that the framing of success was measured under the same criteria as mandatory training and seemed to have significant success gaps. However, later research on unconscious bias explained the early findings that only people interested in diversity training would participate, and instead of a hindrance or limitation, it is the essence of success for diversity training (Radman, 2017). From these works, the next step was to understand the framing for how organizations could help influence intention to participate, which was the specific focus of Sutha et al.'s (2016) work.

From these seminal and guiding research papers, the list of key search terms that emerged were *diversity, training, leader, gender, bias, conformity, harassment, discrimination, inclusion, stereotype, strategy, unconscious bias, intersectionality, equality, backlash, tolerance, ageism, racism, sexism, workplace, culture, voluntary*, and *mandatory*. As the findings led to a need for an agreement of experts on how to address

voluntary diversity training programs, the resulting key search terms were *consensus,*
expert opinion, Delphi, forecasting, policy, systematic, and *methodology*.

Conceptual Framework

The focus of the current study was on how a panel of workplace diversity experts
viewed the desirability and feasibility of forward-looking strategies for implementing
voluntary diversity training programs to alleviate unconscious gender bias in the selection
of women to management positions. Most large U.S. corporations have mandatory
diversity training, but the participant resistance and ineffectiveness of these programs
require a change of approach. Researchers have identified that diversity training is a
necessary and enabling component among many approaches to building greater
acceptance of diversity within organizations (Dobbin & Kalev, 2018; Fujimoto & Härtel,
2017; Heitner et al., 2013). Researchers have recommended voluntary diversity training
as a solution to this problem, and the gap in the literature is the consensus of how
workplace diversity experts rate the desirability and feasibility of implementing voluntary
diversity training programs (Dobbin & Kalev, 2018).

Diversity training is the most popular approach organizational leaders use to
improve their companies' diversity and is also the least effective method (Heilman &
Caleo, 2018). Organizational leaders have complex reasons and have attempted complex
types of content to reach all organizational structure levels. A common theme related to
diversity training is that if people are aware of the problems of lacking diversity
acceptance, training can inform them to change discriminatory behaviors (Alhejji et al.,
2016; Bezrukova et al., 2016; Dwyer & Azevedo, 2016). The assumption for why people

lack diversity acceptance is because there is a lack of diversity knowledge (Alhejji et al., 2016; Holroyd, 2015).

Cleaver (2016) found no support for a widespread social assumption that diversity acceptance would increase with younger generations because they will have higher exposure to integrated environments than the generations before them. The assumption that younger generations would have higher diversity acceptance than older generations being untrue led to a necessity that researchers must continue investigating discrimination behaviors (Kramer & Harris, 2016). Some have recommended focusing on younger workers for changing the knowledge sooner in careers to effect better long-term change (Scheuer & Loughlin, 2018). However, focusing on a specific age group for diversity training depends on the assumption that behavior will change with knowledge, and if introduced to people at younger ages will be more effective (Scheuer & Loughlin, 2018). An alternate view is to change diversity acceptance by experience that has provided indications of behavior change to give trainees relational perspectives about a minority group to elicit thought exercises that emulate experiences (Lindsey et al., 2015).

With the findings that implicit bias is part of routine mental processing that influences the workplace promotion selection, many corporate diversity programs include implicit bias training as a tool for resolving the problem of biased promotion selections (Collier & Zhang, 2016; Jackson et al., 2014; Radman, 2017). Other evidence indicates that implicit bias training has not led to diversity equality increases (Noon, 2017; Tate & Page, 2018). Further, the results raised concerns that implicit bias training provides the content people may use for excuses to continue discriminatory behaviors (Noon, 2017;

Tate & Page, 2018). Training that focuses on the differences, an inherent characteristic of unconscious bias training, is that differences are the triggers for bias (Radman, 2017) and have been a concern for scholars for being ineffective (Dobbin & Kalev, 2018; Fujimoto & Härtel, 2017).

Acceptance of diversity comes from positive experiences from situations against which a person would otherwise discriminate (Bezrukova et al., 2012; Shore et al., 2018). Scholars are recommending organizational leaders move from singular-focused diversity efforts to multiple approaches (Chung et al., 2017; Dobbin & Kalev, 2018; Rohwerder, 2017). Over 80% of corporations use mandatory diversity training, but this method fails to provide a positive experience because it removes the sense of control for people (Dobbin & Kalev, 2018). For diversity training to be productive, researchers have recommended that people must be interested in the content and willing to participate and have recommended providing multiple types of diversity training voluntarily as one aspect of a much broader diversity acceptance program (Atewologun et al., 2018; Bezrukova et al., 2012; Chung et al., 2017; Dobbin & Kalev, 2016, 2018; Hughes, 2018; Rohwerder, 2017).

The most common strategy for increasing workplace diversity is through mandatory diversity training with many justifications for changing how employees respond to diversity as necessary for increasing the acceptance of diversity in corporate cultures (Bezrukova et al., 2012; Dobbin & Kalev, 2016; Fujimoto & Härtel, 2017). Despite being the most common form of diversity initiative in corporations, mandatory diversity training is counterproductive to the desired effect of increasing the acceptance

of diversity but decreases the rate that women and minorities are promoted (Dobbin & Kalev, 2016; Feloni, 2016; Kramer & Harris, 2016; Weissbourd, 2015). Prior research revealed that attempts to force people to alter their views cause a resistance mechanism at the unconscious level that has the effect of increasing their bias further (Bezrukova et al., 2012; Chiao, 2011; Madera, 2018; Noon, 2017). However, unconscious bias has lower effects when people desire and voluntarily seek to learn more about diversity (Bezrukova et al., 2016; Byyny, 2017; Murray, 2016; Sutha et al., 2016).

Corporate leaders who have implemented voluntary diversity training have seen increases in women and minority promotions with the highest gains, with Black and Asian women having 8% and 17% respectively in the 5 years after implementation (Dobbin & Kalev, 2016). As most U.S. Corporations have mandatory diversity training and there is no consensus on implementing voluntary diversity training, the problem is a lack of consensus for future-oriented strategies to implement voluntary diversity training programs (Dobbin & Kalev, 2016; Fujimoto & Härtel, 2017).

Literature Review

The evolution of diversity training started as a response to government regulations for corporate leaders and employees to understand government mandates (Leslie et al., 2014). As the workforce did become more diverse, new challenges emerged that required organizational leaders to address new cultures' integration (Bezrukova et al., 2012; Fujimoto & Härtel, 2017; Hughes, 2018; Sit et al., 2017; Wittmer & Hopkins, 2018). People and corporate leaders resisted diversity training programs when government regulations mandated diversity integration (Anand & Winters, 2008; Leslie et al., 2014);

as women and minorities obtained higher rates of leadership roles, the challenge of accepting differences increased (Cortina et al., 2017; Hahn & Lynn, 2017; Lozano & Escrich, 2017; Von Bergen & Collier, 2013). One of the biggest challenges for women to move into leadership roles is that most people visualize men when they think of leadership traits, and this leadership bias is a factor in promotion opportunities for women (Braun et al., 2017; Crites et al., 2015; Hill et al., 2016; Ingersoll et al., 2017). The challenge is that force will not change those who have a strong unconscious bias against accepting women as leaders to the extent that the process the brain goes through will reject the training and reinforce the undesired behavior (Atewologun et al., 2018; Burns et al., 2017; Gawronski & Bodenhausen, 2006; Murray, 2016; Noon, 2017). The following sections detail the findings of diversity training, leadership bias, and unconscious bias. The final part of this section is the background literature associated with consensus development, leading to selecting the Delphi method in Chapter 3.

Diversity Training

The evolution of how corporations have implemented diversity training started with government mandates to reduce overt racism (Anand & Winters, 2008; Leslie et al., 2014). Diversity management emerged from the government mandates as the formalized methods that corporate leaders used to quantify workplace diversity policies (Bellinger & Hillman, 2000; Madera, 2018). One of the most popular current diversity management programs is diversity training with the new goals of helping people better understand people groups for better cultural integration (Bezrukova et al., 2016; Shore et al., 2018).

The effectiveness of diversity training is typically measured by how the participants report their confidence in diversity training content (Lindsey et al., 2015; Vinkenburg, 2017). Researchers have also questioned if diversity training is practical as there is little confidence that the measures of effectiveness lead to greater diversity (Cocchiara et al., 2010; Nishii et al., 2018). One of the newest directions for diversity training is for trainers to educate employees about unconscious bias that lacks empirical evidence of increasing diversity (Noon, 2017; Tate & Page, 2018). Leaders of organizations continue to provide diversity training for several reasons despite the lack of evidence for a direct increase in diversity of the organization, as discussed below.

Reasons for Diversity Training

The reasons for diversity training range from compliance for legal reasons to authentic desires to make a cultural difference, and in many organizations, the people who are making the decisions on diversity training may have highly complex motivations (Hite & Mc Donald, 2006). The generalizations from the literature clusters in four topics. The first topic is cultural competence that is part of an altruistic learning method about people groups' differences. The second is a response and, in some respects, is an evolution of the first topic above being civility or efforts to establish a minimal set of professional behavior standards for treating people with respect regardless of the differences. The third is regulations that are far from altruistic, as corporate leaders' motivations are for corporate protection or complex combinations of reasons. The fourth topic is as reinforcement for other diversity programs. A review of the literature on these topics follows.

Cultural Competence. Some organizational leaders provide diversity training to increase diversity understanding to ease intercultural interactions (Bezrukova et al., 2012; Fujimoto & Härtel, 2017). One approach to developing cultural competence is leadership training focusing on increasing managers' diversity intelligence to be more effective at engaging with intracultural situations (Hughes, 2018; Wittmer & Hopkins, 2018). Training about other cultures is a method to help people understand how to treat others based on other people's experiences. In specific cases, this method can be helpful, but as employees' and customers' diversity increases, the logistics to provide training becomes increasingly challenging to maintain and introduce to new employees (Sit et al., 2017).

Hughes's (2018) conceptual model for diversity intelligence is a research-based model for integrating cultural knowledge into corporate diversity training. In a conceptual review of cultural competency skills, Wittmer and Hopkins (2018) researched the different emotional intelligence models to combine diversity intelligence with training. The comprehensive review by Sit et al. (2017) of cross-cultural competency training included 29 studies indicating that people are most receptive to training when it includes both cognitive and behavioral elements.

Civility. Educating people on how to treat others professionally is an alternative approach and a reason some organizational leaders use civility training as their method of diversity training (Von Bergen & Collier, 2013). Connected with civility is the term tolerance that has changed over the years from extremes of tolerating difference to avoid violence to the other extreme of insisting all celebrate all differences (Lozano & Escrich, 2017; Von Bergen & Collier, 2013). The lack of civility is a problem for women in the

workplace and a reason that diversity training that includes civility should be maintained (Cortina et al., 2017; Hahn & Lynn, 2017).

Von Bergen and Collier (2013) presented a research review on the range of tolerance definitions, with civility as the central focus with a moral argument that the terms should not result in demanding people lose their core values and at the same time does not violate the core values of others. Lozano and Escrish (2017) also presented a conceptual model focused on the connections of tolerance definitions to philosophies, interpersonal classifications, and ideologies. Cortina et al. (2017) investigated the state of research on civility and found that the current state of knowledge is lacking. Most of the quantitative studies were cross-sectional or correlational and presented a challenge for civility training as an enabler or a restrictor to free speech (Cortina et al., 2017). In a case study regarding women's careers at Los Alamos National Laboratory, Hahn and Lynn (2017) found incivility a contributing factor to the need for a program to encourage women's advancement in technology. They also observed that changing the program's name in response to incivility toward women helped increase women's participation.

Regulations. Some organizational leaders, such as Texaco and Coca-Cola, implemented diversity training to respond to lawsuits and as part of agreements with the United States government (Gilbert & Ivancevich, 2000; Wade, 2018). The Equal Employment Opportunity Commission (EEOC) maintains the federal laws of diversity enforcement that some organizational leaders use as the basis for diversity training (Bainbridge et al., 2018; Chung et al., 2017; Sawyer & Thoroughgood, 2017). Organizational leaders attempting to educate and encourage employees to avoid liability

for discriminatory practices may seek to implement diversity training programs (Hite & Mc Donald, 2006). While some degree of response to the legality of diversity drives training, Sawyer and Thoroughgood (2017) also suggested that organizational leaders should adapt their diversity practices in anticipation of legal changes.

Gilbert and Ivancevich (2000) evaluated a professional employee survey of 785 human resource managers regarding diversity training implementation. The results indicated that other corporations' legal failings were a theme for why diversity training was necessary. Wade (2018) wrote a legal essay advocating for no new regulations regarding discrimination and better enforcement of the laws. Wade argued that leaders of corporations use regulations as a mask for discriminatory cultures, and if corporate leaders adjust for compliance, the culture will remain.

Bainbridge et al. (2018) conducted a correlational study of variables influencing the implementation of sexual harassment and diversity training with differences between the United States and Australian organizations. Bainbridge et al. found a significant correlation between leaders' positive influence allowing participants to select their desired training for participation rates. Based on a quantitative survey result, Chung et al. (2017) identified a positive relationship between perceiving an organization as ethnic disparity and having a positive impression regarding diversity training. In their conceptual model of best practices, Sawyer and Thoroughgood (2017) advocated greater acceptance of gender diversity may improve general diversity acceptance and organizational effectiveness. Hite and Mc Donald's (2006) found from their exploratory qualitative

study that organizational commitment is overlooked in the training programs that may have been considered successful but had no lasting change.

Content of Diversity Training

Diversity training takes many forms in large U.S. corporations to include civility, tolerance, unconscious bias, equal opportunities, integrating minorities, inclusion. The following section will cover how organizational leaders tend to support diversity training to increase diversity, and the content also tends to have cross-over aspects with each other with changing behavior through training.

Civility and Tolerance. The developing trend of civility training focuses on treating people dignified has evolved from a previous focus on harassment and abuse of power (Tippett, 2018). The current trend for defining tolerance is that, to some degree, people must view values contrary to their personal beliefs as positive for society and companies to the extent that the lack of positivity can result in labeling a person intolerant (Gebert et al., 2017). The historical framing of both civility and tolerance connect to racial and gender discrimination in confrontations for equality in the United States legal system that corporate leaders attempt to avoid by integrating diversity training into their cultures (Bezrukova et al., 2012; Von Bergen & Collier, 2013; Wade, 2018). A criticism of tolerance training is that it has inherent connections to discrimination as this form of training depends on raising awareness of differences instead of increasing similarities (Lozano & Escrich, 2017).

The result of Tippett's (2018) content analysis study of 61 organizations for diversity training material was the earliest patterns of the material referencing the law

with the latest material trending to a subtext of civility rather than rights. In their

conceptual model of tolerance training, Gebert et al. (2017) identified 12 training focuses

that were not wholly addressed with equal opportunities, integrating minorities, or

inclusion-based training models with a recommendation of how to provide the training to

include recommendations of voluntary participation. When conducting a content analysis

of 178 articles regarding diversity training, Bezrukova et al. (2012) found many

inconsistencies with how organizational leaders are implementing diversity training, and

all aspects require more long-term studies and strategic solutions. Lozano and Escrich

(2017) presented a conceptual model for civility and tolerance as the next evolution of

content training, that respect for each other will be necessary for business success within

the corporate structure and when interfacing with customers.

Implicit and Unconscious Bias Training. Diversity advocates have responded to

the finding that implicit bias is natural mental processing in several ways of informing

participants of the science to situational experiences (Atewologun et al., 2018; Noon,

2017; Tate & Page, 2018). The assumption for unconscious bias training is that since

everyone has an implicit bias, informing them of their bias will make conscious efforts to

adjust toward unbiased behaviors (Noon, 2017). Advocates for implicit bias training take

the stance that unconscious bias is the fundamental aspect of discrimination, and

organizational patterns of behaviors and policies tend to favor the majority group require

awareness to overcome their biases (Tate & Page, 2018). The specific criticism of using

implicit or unconscious bias as the content of diversity training provides an excuse for

racism and does not provide education on how to interact with different cultures (Atewologun et al., 2018; Noon, 2017; Tate & Page, 2018).

Noon (2017) reviewed the trend of organizational leaders taking unconscious bias training as a quick solution for resolving racism and demonstrated how researchers have not resolved how to use direct unconscious bias training in a corporate setting. Noon's findings raised questions for further investigation to determine which training methods effectively reduce biased behaviors. Tate and Page (2018) criticized the trend of unconscious bias training in their review of articles about unconscious bias training in the United Kingdom. Tate and Page found the general expectations were for people to learn the keywords, usually from online training, resulting in an assessment that employees had the information for changing their behaviors. In their systematic review of unconscious bias training, Atewologun et al. (2018) started with 2,701 articles and narrowed those down to 88 based on quality metrics. Atewologun et al. found the measurements did not yet indicate that unconscious bias training is useful for reducing workplace inequalities.

Equal Opportunities. Diversity training with equal opportunity as the main content was one of the most popular methods as it attempts to remove color and gender from the business practices and focus on the merits of the person. However, the criticism of this method is it is a form of assimilation as the majority group defines the expected values based on legality for the organization that to have an equal opportunity that anyone can conform to those values (Gebert et al., 2017). Some organizational leaders use diversity training of equal opportunity to inform employees on equal opportunities within their organizations (Kulik et al., 2007). Others have viewed equal opportunity

training as part of integrating affirmative action or responding to regulations (Kalargyrou & Costen, 2017).

Kulik et al. (2007) conducted a multiple case study research project to determine if demographics influenced the likelihood to participate in voluntary equal opportunity training. Kulik et al. found no significant demographic variance but willingness to attend correlated with those already interested. Kalargyrou and Costen (2017) conducted a literature review of diversity management within the hospitality and tourism industry. Kalargyrou and Costen identified that most diversity training focuses on individuals' education but failed to train people as teams, which may contribute to a lack of integration of minority groups and disabled workers.

The neurological profession is an example of disparity between gender pay where researchers have proposed more inclusive models across the professional organizations of education, employment, funding agencies, publications, and professional societies to provide equality in access (Dandar & Lautenberger, 2021; Silver, 2019). Recommendations based on their literature review analysis include that organizational leaders must focus on the cultural ethics to decrease gender bias, specifically to equality of pay. Silver's (2019) focus was regarding how gender bias enables sexual harassment and creates a moral imperative that organizational ethics and culture must adjust to inclusivity and equality.

Integrating Minorities. Related to equal opportunities is diversity training that focuses on how to integrate minorities with the majority group. The majority group's social network is a consistent problem for the advancement of minorities and women that,

by having fewer opportunities to network with upper management, they miss equal

representation for promotions (Khattab et al., 2018). Some researchers have described the

content of training for integrating minorities into an organization is like a religious

movement that can have some of the highest resistance to the training that will include

emotive examples of discrimination that the trainers attempt the trainee to visualize

(Gebert et al., 2017; Lozano & Escrich, 2017). For participants who do not resist, some

indications are content-based methods have positive effects for enhanced understanding

between cultural groups (Alhejji et al., 2016).

The base of Khattab et al.'s (2018) presentation of how minority groups may

integrate with the majority group was their conceptual framework of network utilization.

Alhejji et al. (2016) conducted a systematic review of diversity training programs and

results. Alhejji et al. found indications that diversity training reduced the percentages of

diversity in organizations as a response from the majority group to avoid conflicts with

different people. The training methods that integrated people had higher rates of diversity

indicators. Diversity training with content focusing on integrating minorities is an

application of the diversity training motivation of cultural competence (Daniel et al.,

2004; Schouler-Ocak et al., 2015).

Inclusion. The concept of inclusion has many perspective definitions, but the

most basic is the degree that employees feel engaged as a member of the organization

(Shore et al., 2018). Diversity training that focuses on inclusion as a model has many

variations, with the most effective efforts from trainers finding commonality despite

differences in people (Gebert et al., 2017). When managers participate in inclusion-based

training to foster an inclusive environment, employees are more likely to participate to better assimilate to the desired organizational culture of inclusion (Sax et al., 2017). Organizational leaders implementing inclusion-based training may be seeking a range of benefits to include more effective recruiting, higher collaboration, and more considerable competitive advantages over organizations with lesser degrees of diversity and inclusion (Rohwerder, 2017).

By performing an extensive literature review of articles regarding the implementations and theories of inclusivity in the workplace, Shore et al. (2018) created a conceptual model of inclusive organizations suitable for continued research and application in training strategies. Sax et al. (2017) conducted qualitative interviews with 15 university department chairs, focusing on women's inclusion in computer science majors. Sax et al. found that the barriers to women entering computer science included a perception that it is a male-dominated environment unappealing to women, and it is difficult to find women computer science professors presenting a lack of role models. Rohwerder (2017) conducted a meta-analysis of prior research regarding the effects of inclusion across the protected diversity characteristics to make a business case that inclusive practices are necessary for corporations to survive in a competing market for customers and talent. Rohwerder's findings indicated that small and medium-sized organizations might increase their ratio of women leaders by offering flexible working arrangements leading to business justifications for increased profits, but large organizations tended not to realize those gains.

Resistance to Diversity Training

A problem for diversity training to be useful for making a difference in an organization's diversity is referred to as backlash and stereotyping (Kulik et al., 2007; Wiggins-Romesburg & Githens, 2018). Backlash regarding diversity training is when employees find the content or experience of diversity training offensive and reject the experience (Bezrukova et al., 2012; K. P. Jones et al., 2017; Parker et al., 2018). Backlash is understood to mean that minority groups will suffer worse treatment from the majority group (Bezrukova et al., 2012; Noon, 2017).

Some training participants find stereotypes embedded in diversity training when basing the content on people's differences (Hanrahan et al., 2017; Moss-Racusin et al., 2018). The response to such training can include increased overtly biased decisions that reduce the percentages and acceptance of women in management (Dobbin & Kalev, 2016; Duguid & Thomas-Hunt, 2015). A common approach to diversity training is bias-awareness that can leave people with a sense of guilt and responding to that guilt by blaming others for the condition and excusing their behavior after the training (Burns et al., 2017; Duguid & Thomas-Hunt, 2015).

Diversity training can also fail to reach people because the communication patterns are routine, and participants do not engage with the training's intent (Gebert et al., 2017; Stewart et al., 2008). Participants in diversity training often exhibit material competence by answering standardized questions but rarely change their behaviors directly from the training (Gebert et al., 2017; Hite & Mc Donald, 2006). The participants' responses during diversity training or post-training evaluations can suffer from inaccuracy of the participants responding according to what they assume are the

politically correct responses (Avery & Steingard, 2008; Gebert et al., 2017). This form of resistance is an apathetic approach from participants who go through training motions to comply with social expectations versus changing behaviors.

Top organizational leaders may have pragmatic resistance to diversity training due to fear of losing majority group power, and as gatekeepers to promotions can maintain control of organizational directions (Vinkenburg, 2017). Other leaders in a corporation may resist diversity from a strong personal identity that will have tension when interfacing with others with strong personal identities (Ferdman, 2017). Other leaders may resist training due to overconfident personal perceptions of diversity competence and personal belief that their behaviors are unbiased (Hughes & Brown, 2018).

Wiggins-Romesburg and Githens (2018) conducted a literature review to inform human research development researchers and practitioners of diversity resistance's current research trends to help individuals and organizations become more equitable and integrative of differences. Their literature search revealed a pattern that organizational programs that focus on integration lead to lower resistance to diversity. Organizational leaders finding methods of integration to strengthen the commonalities is a reoccurring theme of overcoming diversity resistance (Abu Bakar & McCann, 2018; Shemla & Wegge, 2018; Wiggins-Romesburg & Githens, 2018). One difficulty in overcoming workplace diversity resistance was subtle discrimination, where people know they are not part of the majority group and do not know if they are treated worse due to their difference or because of their performance (K. P. Jones et al., 2017). The cyclical

problem identified in the literature is that although people who are targets of subtle

discrimination may eventually become more resilient to the behavior, they may

involuntarily enable increasingly harmful discrimination onto themselves and never

integrate with their coworkers (K. P. Jones et al., 2017).

Parker et al. (2018) conducted four experiments on increasing participants'

awareness and acceptance of their gender bias against women in leadership. Parker et al.

concluded that when presented with evidence of gender discrimination, the participants

were surprised that they were complicit with discrimination, and these experiments

demonstrated the potential for some people to change when they have greater awareness.

However, Parker et al. did caution that accusations of gender bias could lead to a

backlash, and in their experiments, men reacted more defensively against the research

team than women.

Duguid and Thomas-Hunt (2015) conducted four experimental studies regarding

the negative effect of stereotyping on workplace relationships. Their findings suggested

that overly generalized stereotyping and unconscious bias messages may have harmful

effects by using the commonality of the behaviors as justified reasons to reject diversity

initiatives. According to one of Duguid and Thomas-Hunt's (2015) findings, an example

of stereotyping influencing diversity decisions is that women who failed to meet the

male-dominant group's stereotypes were significantly less likely to be hired than women

who did conform to stereotype expectations for women.

The cyclic behavior that Jones et al. (2017) found with subtle discrimination

reinforcing harmful behavior patterns, consistent with Hanrahan et al.'s (2017) literature

review, shows a pattern of diversity training reinforcing stereotypes of older workers.

Specifically, Hanrahan et al. found that a pattern of exclusion of older workers from the

opportunity to participate in diversity training came from their managers' assumptions

that they lacked interest. Hanrahan et al. identified as faulty assuming older workers are

less likely to be interested in diversity training; their finding aligns with others who found

older workers tend to be more accepting of diversity than the youngest workers (Ferragut

et al., 2017; Kramer & Harris, 2016).

Moss-Racusin et al. (2018), in two experimental studies, found that using high-

quality narrative videos regarding gender bias had positive results for reducing gender

bias attitudes. Rather than approaching diversity training as an educational confrontation,

Moss-Racusin et al. worked with psychologists, biologists, and film producers to create a

set of engaging narratives to attempt to make a personal connection to the participants

using six different communication styles of videos. Burns et al.'s (2017) experiments on

unconscious bias training revealed that testing and education about unconscious bias had

no effect on change behaviors, but when people were motivated to understand their own

bias, facilitated awareness programs positively affected changing bias behaviors.

In a longitudinal causal-comparative study of collected data from more than 800

U.S. firms over 30 years, Dobbin and Kalev (2016) identified that although most

organizations mandated diversity training, training measured on learning-based metrics

for success had lower rates of diversity in management than companies without

mandatory training. Vinkenburg (2017) developed a conceptual framework for a systems

approach to developing strategies to reduce success perceptions being merit-based by

implementing bias interventions during the hiring and promoting activities. Ferdman (2017) developed a conceptual framework for resolving the paradox of individual identity and belonging to a collective of differences as a better response to self-preservation than the usual bias of avoiding differences.

Strategies of Voluntary Diversity Training

A definition of strategy is the combination of action toward a goal and stakeholders' response regarding those actions (Chaffee, 1985; Mintzberg, 1987). For 6 weeks, Chang et al. (2019) worked with an organization to recruit salaried employees to participate in a voluntary online diversity training program with encouragement and reminders from executives, obtaining a 27.4% initial participation rate. The organizational leaders with whom Chang et al. (2019) partnered did not make this training mandatory, but they timed the introduction of other diversity initiatives after completing the training programs. In this situation, Chang et al. found that the people who participated in the training had higher rates of diversity behaviors than their peers who did not; they also found that the programs' content influenced the training participants. The strategy implemented by the organizational leaders was layered to approach diversity through stages of engagement; however, the ongoing strategy is unknown as to what efforts they will modify or repeat (Chang et al., 2019).

Dobbin and Kalev (2016) made one of the most direct statements on changing an organization's diversity strategy, advising leaders to focus on engagement with diversity for positive experiences and drop control mechanisms. Employees have a greater opportunity for positive diversity experiences when no control mechanisms force them

into situations that may result in backlash responses (Dobbin & Kalev, 2016). Recommendations for a multilayered strategy are voluntary diversity training, self-managed teams, cross-training, college recruitment targeting women, college recruitment targeting minorities, mentoring, diversity task forces, and diversity managers (Dobbin & Kalev, 2016). For any of these programs to work, the organizational leaders must be transparent about the purpose and the activities; otherwise, people will respond negatively to deceptions but embrace authentic participation (Dobbin & Kalev, 2016).

Developing an environment where employees are interested and comfortable participating in voluntary diversity training is a challenge for workplace diversity experts (Sutha et al., 2016). The conceptual model of employees' intention to participate in voluntary training includes a complex set of interconnected variables that indicate that the work environment mediates the perceived benefit of training and, along with perceived organizational support for training, directly influences employees' intention to participate (Sutha et al., 2016). The practical application of Sutha et al.'s conceptual model is that when organizational leaders integrate voluntary training goals as normative for the culture, employees will have more compelling reasons to want to participate.

Diversity Training Conclusion

Recent literature about diversity training often included two limitations of corporate cultures. The first is that corporate cultures have not reached acceptable levels of diversity (Ferdman, 2017; Lozano & Escrich, 2017) and that the typical assumption for diversity training is that people need greater awareness to alter their behaviors (Atewologun et al., 2018; Dobbin & Kalev, 2018; Noon, 2017). The second is that new

methods are necessary to resolve training resistance (Atewologun et al., 2018; Madera, 2018; Wiggins-Romesburg & Githens, 2018). The 21 literature review articles in this section had a common theme of questioning the effectiveness of the current diversity training models, as the collection of findings indicated diversity is not improved (Alhejji et al., 2016; Atewologun et al., 2018; Wiggins-Romesburg & Githens, 2018).

Twelve articles focused on the conceptual frameworks of how organizational leaders implemented diversity training revealed that the primary research topics are training for emotional intelligence, proactive to legal action, tolerance, cultural understanding, voluntary models, and mandatory models (Cocchiara et al., 2010; Gebert et al., 2017; Hughes, 2018; Lozano & Escrich, 2017; Sawyer & Thoroughgood, 2017; Wittmer & Hopkins, 2018). Eleven experimental studies showed that people could adjust their answers to meet the expectations from most forms of diversity training, but long-term changes require reaching people at an emotional level where they must want to increase acceptance of differences (Burns et al., 2017; Moss-Racusin et al., 2018; Parker et al., 2018). Two quantitative case studies demonstrated the perception that small changes in the organization to increase integration affects diversity and that there are no demographic predictors as to who will positively resist or embrace diversity training (Hahn & Lynn, 2017; Kulik et al., 2007). Three qualitative studies indicated that organizational commitment to diversity is necessary for a sustainable acceptance culture (Hite & Mc Donald, 2006; Hughes & Brown, 2018; Sax et al., 2017). Four longitudinal studies showed that positive experiences with diversity have a lasting effect on how well people respond to new situations and that attempts to force people to change have long-

term detrimental effects on their responses to different types of people (Abu Bakar & McCann, 2018; Dobbin & Kalev, 2016; Ferragut et al., 2017; Lindsey et al., 2015). In a legal essay regarding diversity training, the author advocated that adding laws to increase diversity is superficial and provides organizational leaders who do not embrace integration an excuse by claiming compliance with laws and slows actual inclusion practices (Wade, 2018).

Leadership Bias

Leadership bias is the subjective view that good leaders have specific and noticeable traits (Blaker et al., 2013; Gündemir et al., 2014; Hill et al., 2016). Unconscious leadership bias comes from the associations of how one's brain connects concepts of leadership to personal experiences (Crites et al., 2015; Ingersoll et al., 2017; Marquardt et al., 2018). Some may wish to dismiss unconscious leadership bias, or the testing methods used, but cognitive-based studies show the same patterns of bias in leadership and followership perceptions (Bastardoz & Van Vugt, 2019; Braun et al., 2017; Carsten et al., 2018). Age bias in leadership is also multi-directional, with a generalization as people age, they are more readily accepted as leaders and show less bias toward people different from themselves (Clapham et al., 2016; Martin et al., 2019; Scheuer & Loughlin, 2018).

Similarly, as diverse people work on the same team toward the same goals over time and with experience, they start to create new bias associations regarding their coworkers' specific people groups (Abu Bakar & McCann, 2018; Barrick & Parks-Leduc, 2019; Shemla & Wegge, 2018). Unconscious gender leadership bias is one

explanation of women's challenges to obtain leadership roles (Hurst et al., 2016; Lyness & Grotto, 2018). Even in the examples where women gain recognition as leaders, it is often mixed with masculine characteristics of either physical traits or working outside of the social expectations for role behaviors (Born et al., 2018; Diehl & Dzubinski, 2016; Dresden et al., 2018). Unconscious bias processing is how the brain makes neural connections between ideas and emotions (Gawronski & Bodenhausen, 2006; Murray, 2016).

Unconscious Leadership Bias

Measuring unconscious biases is usually done with the Implicit Association Tests (IATs) that consistently find people more quickly associate leadership terms with men compared to the same words with women (Hill et al., 2016). While people often feel uncomfortable with the tests and the results regardless of their convictions, the tests' results show that most people have unconscious biases they may not cognitively accept (Hill et al., 2016). Another common association of unconscious leadership bias is that racially white is associated with leadership over other racial characteristics (Gündemir et al., 2014). Researchers have also found positive associations with height as a bias for the perception of leadership, dominance, vitality, and intelligence (Blaker et al., 2013). These researchers shared that implicit bias does not necessarily mean an individual is limited to behaving according to his or her bias, but when the statistics of bias align with statistics of leadership distribution, the pattern justifies additional social research (Blaker et al., 2013; Gündemir et al., 2014; Hill et al., 2016).

Hill et al.'s (2016) research report provided the workforce and leadership demographics, stereotype expectations from majority groups, and recommendations to change the leadership demographic. Gündemir et al. (2014) conducted four Implicit Association Tests with 283 people across the tests, finding statistical significance in all tests for an implicit bias for white-trait leadership compared to other racial characteristics. In an experiment, Blaker et al. (2013) adjusted the height of people in photographs with 256 anonymous participants, each evaluating one set of adjustments, finding that height was a factor in how people perceive leadership, dominance, vitality, and intelligence.

Leadership Perceptions

The gaps of equal representation of leadership according to demographic distribution are not limited to unconscious triggers; overt cognitive aspects are also factors. When presented with direct cognitive perceptions of ethical behaviors, Black leaders are judged by people more harshly regarding positive and negative ethical behaviors than white leaders (Marquardt et al., 2018). People generally perceive women as more ethical than men but less effective at leadership as the narcissistic traits associated with leadership are not socially acceptable when demonstrated by women (Ingersoll et al., 2017). Association of personality traits to expected social roles such as race and gender increases the difficulty for people outside of the majority group of leaders to gain leadership positions (Ingersoll et al., 2017; Marquardt et al., 2018; Walby et al., 2012). The specific aspect of leadership perceptions is that people stereotype the white male as socially acceptable to be "independent, aggressive, competitive, self-

confident, rational, dominant, and objective" (Crites et al., 2015, p. 3). Those masculine type traits are also associated directly with perceptions of desirable leadership personalities, and men or women lacking in them are less likely to be considered for leadership positions (Crites et al., 2015; Hill et al., 2016).

Marquardt et al. (2018) conducted two experiments with a combined participant pool of 395 people who were asked to evaluate the ethics of real news events of CEO ethics but randomly assigning a black or white racial picture with the study. Marquardt et al. found that blacks were judged more harshly and could have practical implications that blacks' leadership faults have a more considerable detrimental influence on promotion potential than whites' same faults. Ingersoll et al. (2017) conducted a casual comparative quantitative study regarding men and women CEOs and found that narcissistic behaviors were not a predictor of success, and women leaders had significantly lower levels of narcissistic behaviors. Crites et al. (2015) conducted two correlational studies, finding that the women in leadership do not match the perceptions of stereotypes of gender but that the men did match their perceived stereotypes.

Followership Perceptions

Gender is also a determination for perceptions of followership as people have reported the stereotypical feminine traits of "sympathetic, quiet, gentle, tactful, passive, irrational, and even emotional" (Crites et al., 2015, p. 3) are follower traits (Braun et al., 2017). Some managers expect that followers will support and care for their success, and passive followership can reduce a manager's effectiveness from both sides' disengagement to resolve business problems (Carsten et al., 2018). Some researchers

contend that leadership and followership perceptions are evolutionary based on male-dominant reproductive advantages over submissive females (Bastardoz & Van Vugt, 2019).

Braun et al. (2017) conducted two correlational survey studies and found that women were perceived to have an advantage in followership roles, and men had a perceptual hindrance for followership roles. Carsten et al. (2018) conducted a multiple survey study of followers and leaders in China, consisting of 306 employees and 42 managers, to determine the relationships of leaders' perceptions of follower responses. Carsten et al. found that leaders who evaluated responses that were respectfully supportive of their goals were better followers than those who left the manager's decisions. Bastardoz and Van Vugt (2019) developed a game theory approach to followership, stating that excellent followership is the predominant form of advancement in evolutionary history. Bastardoz and Van Vugt defined a leader as the one dominant person on top of an organization and all others as followers, dismissing the complexity of intergroup relationships from other researchers (Erkutlu, 2012; Fisser & Browaeys, 2010; Hogue & Lord, 2007).

Age Bias

Researchers studying age and leadership perceptions have found that with men, age does not significantly differ in perception of leadership qualities, but women are perceived to have higher leadership qualities with age (Clapham et al., 2016). Age also is a factor with employees as older employees tend to have higher acceptance of women in leadership roles than younger employees (Scheuer & Loughlin, 2018). People accept

older women who portray the agentic leadership traits associated with masculine leadership of agency favoring behaviors more than they accept deviations of agentic expectations of older men (Martin et al., 2019).

Clapham et al. (2016) conducted a correlational study on the perceptions of 101 volunteers to describe the leadership qualities for one of five conditions of ideal lead, or male or female over 50 or under 40. Scheuer and Loughlin (2018) recruited older workers to measure their perceptions of leadership in scenarios. Scheuer and Loughlin found a slight separation of acceptance of older leaders by gender, but that younger males can have a significantly harder time gaining acceptance from older workers. Martin et al. (2019) conducted six studies regarding intersectionality and agentic leadership traits. Martin et al. found that older women receive higher tolerance for variations of leadership traits than older men.

Trends with Experiences

Similarity bias is a condition where people have more favorable opinions due to similar features (Becker et al., 2019). There are no observable advantages regarding diversity in teams during the early stages of a team building, but as diverse people work together, they develop similar bias (Shemla & Wegge, 2018). In a similar study, Abu Bakar and McCann (2018) found that experience with others creates similarity bias and that the bias is more prevalent in how people perceive those on their team compared to racial stereotypes. Similarity bias can reduce perceptions of differences in diverse groups but reinforce the negative bias toward diversity in homogenous groups by accepting those who align with their organizational fit perceptions (Barrick & Parks-Leduc, 2019).

Shemla and Wegge (2018) surveyed 61 teams of diverse people with a specific research focus on the longitudinal perceptions of similar people with diverse educational backgrounds. Shemla and Wegge found that the teams with more experience together had higher perceived similarity with people different from themselves. Abu Bakar and McCann (2018) surveyed 28 groups on a longitudinal study of five periods and found that racial stereotypes decreased with increased shared experiences. Barrick and Parks-Leduc (2019) created a theoretical model of defining organizational fit models with recruiting theories to provide several hiring managers' measures to consider when seeking a good fit while addressing bias during the hiring and organizational needs.

Unconscious Gender Leadership Bias

Schein's (1975) research on leadership stereotypes has often been referenced and confirmed that people stereotype leadership qualities as masculine (Braun et al., 2017; Hill et al., 2016). The likelihood of a woman being a leader is only 44% in experiments where women are the majority group demonstrating the bias is not limited to men (Born et al., 2018). Indicators are that male-dominant environments have higher implicit gender bias toward male leadership and increased occurrences of sexual harassment toward women (Dresden et al., 2018). The Fortune 500 workforce's intentional attitudes are moving to higher acceptance of women in leadership roles, but organizational practices that remain continue to create challenges known as second-generation gender bias (Lyness & Grotto, 2018).

Second-generation gender bias includes the organizational structures and practices that favor men that create challenges to seeing women's leadership potential who often

have unequal burdens and are as educated and present in the workforce as men (Diehl &

Dzubinski, 2016). Women also face challenges from gender leadership bias that some

women in leadership take more masculine behaviors and likewise reinforce the gender

bias by expecting any gender of leadership to use the same behaviors (Hurst et al., 2016).

Organizational practices have embedded gender-biased language to the extent that even

when job descriptions are modified to remove pronouns or neutralized, evidence indicates

that applicants recognize the gender-biased tone, influencing their decisions to apply

(Garg et al., 2018).

Born et al. (2018) conducted an experimental study with 580 people to measure

the effect of gender on the selection of leadership, given a series of hypothetical scenarios

for small teams to select a leader and resolve the situation. Born et al. found that women

had significantly less desire to lead, and though having a lesser rating of maleness

association with leadership than men, women also had a male bias for leadership.

Dresden et al. (2018) conducted a study with 146 college participants to measure the

perceptions of gender harassment and implicit gender bias. Dresden et al. found

significantly higher levels of gender harassment and implicit gender bias with male-

dominant groups and recommended educators and employers implement mentoring

programs to change the civility of gender differences narrative. Lyness and Grotto (2018)

produced a theoretical model based on a literature review of the gender gap in leadership

found in the literature that second-generation gender bias is a predominant challenge for

organizational change to accept women leaders more.

Diehl and Dzubinski (2016) conducted a qualitative cross-sectional study to present the layers of barriers that women have in the context of leadership. Diehl and Dzubinski found six macro-level barriers, meaning those that society places on women, 16 meso barriers meaning organizational imposed, and five micro barriers, meaning those women place on themselves. Hurst et al. (2016) conducted a literature review of New Zealand women leadership studies and discussed concepts such as Queen Bee syndrome and the related gender-biased behaviors sometimes demonstrated by women in leadership positions. Hurst et al.'s findings indicated mixed results of women in leadership that there are no conclusive alignments with feminist theory, but in each reviewed case of mentoring and networking programs that help women, those programs help men more. Garg et al. (2018) conducted a multiple-case correlational study of 100 years of career descriptions and gender word associations with career demographics over that time as a control variable using machine learning vectors. Garg et al. found that over time the generational words for feminine characteristics changed, and those words also occurred in stereotypical feminine career descriptions, showing that the bias of career positions is systemic.

Unconscious Bias Processes

Organizational development trainers have often attempted to correct unconscious bias as the problem for lack of diversity with women and minorities (Atewologun et al., 2018; Burns et al., 2017; Noon, 2017). Prior research revealed many types of associative processes where stimuli are associated with other images or feelings, and there is debate regarding how these associations happen (Gawronski & Bodenhausen, 2006).

Unconscious bias also has a reinforcing aspect called propositional reasoning, where the mind evaluates the response to stimuli for truth determination (Gawronski & Bodenhausen, 2006). The most impacting unconscious bias everyone shares is an avoidance of change, following "the same neural pathways in the brain as social rejection and relational loss" (Murray, 2016, p. 21).

Effects of Training. Telling people their feelings and thoughts are wrong activates an enemy response because the inherent bias to avoid sudden change translates the training as a threat instead of reaching a cognitive level of change (Murray, 2016). Studies show women and members of minority groups are the most accepting of diversity training when the focus of that training is on gender-bias, but the majority group of white men is significantly less receptive (Chang et al., 2019). One study revealed that the pro-diversity message left white men with a significant perception that they would face discrimination; non-white men agreed with that perception to a lesser extent, and at the same level, they perceived organizational leaders would discriminate against whites in general (Dover et al., 2016). White male participants felt the most extreme of the perceptions and reported feelings of fear and anger toward the organizational leaders for discriminating against them based on race (Dover et al., 2016). These feelings align with the expected challenges of overcoming unconscious biases against change (Dover et al., 2016; Murray, 2016; Radman, 2017).

Murray (2016) shared an essay of experience from years of research as a psychologist and management consultant regarding how and why diversity change initiatives' goals must be behavior focused and commonality instead of confrontational

differences. Chang et al. (2019) experimented with a global corporation for online voluntary diversity training and found that gender bias training was the most effective form of bias training for U.S. employees. Chang et al.'s study included 3,016 participants who, 20 weeks after the training, showed greater willingness to participate in women's mentoring and excellence recognition programs for women. Dover et al. (2016) conducted a study of 640 participants regarding the hiring practices of a diversity-neutral company and a pro-diversity company to determine the likelihood of discrimination, finding that white males are most negatively responsive to diversity messages. Subtle word differences can create a sense of devaluation of skills, such that with non-whites' perceptions of discrimination against minorities in a company that had a neutral diversity stance (Dover et al., 2016).

Consensus Development

Developing consensus from a group of experts is a desirable process when the problem is controversial, and hierarchical decision-making could increase dissension regarding groups acting (Fink et al., 1984; Polletta & Hoban, 2016). The three most common consensus methods are nominal group process or technique, consensus development panel, and Delphi technique (Waggoner et al., 2016). The significant difference between these methods is that the Delphi method maintains the panelists' privacy, which reduces the probability of complete agreement and decreases personality influence (Hohmann et al., 2018). The other two methods require face-to-face interactions that are not practical for a sizeable collection of representation to address the potential future state of a research topic.

Defining consensus is difficult due to the broad range of usage in the research community (von der Gracht, 2012). The development of consensus, therefore, requires specific definitions as to the meaning of the study. The consolidated perspective of consensus is that the participants have a general agreement regarding the problem's solutions. The specific aspects of consensus are locus, scope, content, and degree (Kellermanns et al., 2005; Tarakci et al., 2014). The locus of consensus is the appropriateness of the panelists to participate in the study. The scope of consensus is the appropriate size of panelists to include in the study. The content of consensus is the goals of the study and how to achieve them. The final aspect is the degree of consensus that measures how well the panel agrees with the content of consensus. These four aspects of consensus will describe the context of the Delphi method.

Delphi Method

The Delphi method is an iterative process of collecting opinions and working toward consensus with a group of experts regarding projected results of the panel suggested actions (Diamond et al., 2014; Hasson & Keeney, 2011). Expert opinion is considered the lowest level of evidence information and is generally not respected when more reliable evidence is available (Hohmann et al., 2018). The role of the Delphi method in research is when the best evidence available is the projections of experts due to a lack of sufficient agreement of solutions to a problem (Thangaratinam & Redman, 2005).

Locus. The locus in a Delphi study is specifically knowledgeable people who can provide expert insights into the possible future changes and developments related to their

expertise area. Balasubramanian and Agarwal (2012) described the Delphi method about its namesake of being the utmost repository of information in the ancient world as the locus of knowledge. Delphi researchers refer to this locus as expert opinions, where a group following a systematic approach can provide new knowledge (Hohmann et al., 2018). With multiple types of Delphi studies, the locus is also different between them.

The Delphi method is appropriate when experts across a broad range of backgrounds and with similar specific knowledge would be useful for developing a consensus regarding a future-oriented perspective to a social problem (Manley, 2013; Nowack et al., 2011; von der Gracht, 2012). Researchers using the traditional Delphi seek a nonrepresentative homogenous group of participants to limit the responses to a specific technical investigation (Devaney & Henchion, 2018; Manley, 2013; Trevelyan & Robinson, 2015). The traditional Delphi follows the Lockean inquiry system where truth is observational and agreed on by experiences (Manley, 2013; Powell, 2003).

One of the most common criticisms of the Delphi method is the lack of random sampling that would align with a Leibnizian inquiring system (Mullen, 2003; Okoli & Pawlowski, 2004). The Delphi method requires statistical models, and the selection of participants with categorical distinctions has some alignment with the Leibnizian philology of inquiry (Grisham, 2009). However, the purpose of such similarities is for the process of conducting a study rather than the specific philosophical approach for discovering truth (Bolger & Wright, 2011). To determine the correct group for a traditional Delphi model, a researcher must rigidly define the investigation topic and identify what characteristics define an expert for that specific topic (Mullen, 2003). A

narrow scope of who qualifies as an expert is not convenient for obtaining a

predetermined result but necessary so that the practitioners who can benefit from the

study can trust the recommendations are coming from among the best in their discipline

(Devaney & Henchion, 2018; Okoli & Pawlowski, 2004).

When informed advocates share a common concern for a future condition having

diverse knowledge and need to develop different and informed options so that a decision-

maker has comparative information, then a policy Delphi is appropriate (de Loe, 1995;

Manley, 2013). The Kantian inquiry system is a philosophy that understanding truth

comes from diverse perspectives and theoretical models that align with the policy Delphi

method knowledge model (Manley, 2013). The locus for a policy Delphi includes several

groups, and a researcher should rigidly define a situation to solicit participation rather

than defining expertise (de Loë et al., 2016; Mullen, 2003).

Scope. The scope used in Delphi studies ranges greatly from as few as three to

several thousand panelists (Campbell & Cantrill, 2001; Foth et al., 2016; Rowe &

Wright, 1999). Researchers have found that panel sizes of five to 20 members with 11

being the cutoff for any statistical significance that provide the most benefits for

communication efficiency and coverage of diverse perspectives in homogenous groups

(Gabel & Shipan, 2004; Rowe & Wright, 1999; Waggoner et al., 2016). Group consensus

theory describes the assumption that informed people have a better chance of selecting

the correct answer to a problem than a random population sampling (Gabel & Shipan,

2004). The population of informed experts and their willingness to participate is a

limitation to panel size and logistics of processing the data and the cost compared to the reward for larger size groups (Rowe & Wright, 1999).

Content of Consensus. The content of consensus is the specific goals of the study how the researcher will achieve them. The general purpose of seeking consensus from a group of experts is to provide a decision or the information necessary to decide (Polletta & Hoban, 2016; Waggoner et al., 2016). For a Delphi study, the content of consensus will have the goal related to forecasting a future state (Balasubramanian & Agarwal, 2012; Gary & von der Gracht, 2015). A researcher using the classical Delphi method will provide a decision while the researcher using the policy Delphi can provide the information for a decision (de Loe, 1995; Manley, 2013; Rayens & Hahn, 2000).

A classical Delphi study will include anonymity between the panelists with interaction only with the researcher, iteration of multiple rounds of questionnaires, researcher-controlled feedback, statistical measures of the ratings, and measurement of stability that indicates consensus (Fletcher & Marchildon, 2014; Geist, 2010; Okoli & Pawlowski, 2004). Anonymity between the panelists is necessary for protecting panelists' confidentiality, but complete anonymity is rarely possible, as the researcher usually must communicate with the panelists (Hsu & Sandford, 2007). The first round of a classical Delphi is open-ended questions sent to the panelists to provide the research focus's content (Nowack et al., 2011).

After the first questionnaire, the iterations will include the content from the first to allow the panelists to rate the content provided by the other panelists according to measures associated with the research purpose (Hsu & Sandford, 2007; Nowack et al.,

2011). The measures associated with a research purpose may include items such as specific timeframes for an event to happen, response options for a future event, or strategies necessary to achieve a future state as examples (Párraga et al., 2014; Rowe & Wright, 1999; von der Gracht, 2012). Researcher controlled feedback of interpreting each round's data and providing the results as a new questionnaire to the panelists is necessary due to preserving the anonymity between the panelists (Hsu & Sandford, 2007; Rowe & Wright, 1999).

Degree. In Gabel and Shipan's (2004) formula for probability, there is a critical factor that the participants are informed and considered experts as the probability of obtaining a correct answer decreases to unlikely when each of the individuals has a 50% or lower chance of selecting the correct answer. Using Gabel and Shipan's (2004) formula, a group of 30 experts who had a consensus rating of over 50% and a 60% chance for any experts to select the correct answer would result in an 82% chance of the group selecting the correct answer. Increasing the consensus measure to 80% for the same group would reduce the chance for a correct rating to under 2%, and over 98% chance that the group will lack a decision result. Keeping 80% consensus and lowering the group to just 11 people shifts the chance of a correct answer to 11%, and lack of a decision result lowers to 87%. Therefore, the larger the group and the higher the consensus cut-off rating, the greater the chance the researcher will not obtain a decision and miss the opportunity for consensus.

Summary and Conclusions

Researchers often test diversity training in voluntary formats due to the ethical standards of research practices, and they usually record positive change during the experimental studies (Chung et al., 2017; Moss-Racusin et al., 2018; Parker et al., 2018). However, most organizations that have a diversity training program use mandatory training, the evidence from the longitudinal and case studies are that these programs are adversely affecting diversity in U.S. corporations (Dobbin & Kalev, 2016; Hahn & Lynn, 2017; Kulik et al., 2007; Lindsey et al., 2015). Several researchers have recommended corporations to shift to voluntary diversity training as a part of organizational diversity initiatives, but there is a specific gap in the strategies associated with how to accomplish it in the corporate environment (Fujimoto & Härtel, 2017; Shore et al., 2018; Sutha et al., 2016). How corporate leaders decide to implement diversity training affects leadership bias due to the natural neural resistance of forced training that reinforces the implicit biases influencing how leaders are selected (Murray, 2016; Wittmer & Hopkins, 2018). As the predominant unconscious bias of leadership aligns with white male (Gündemir et al., 2014; Marquardt et al., 2018), forcing diversity training on people results in the unconscious response is to reject the training but rather, reinforce the existing bias (Murray, 2016; Radman, 2017).

The resulting knowledge gap from the literature review supported the need to understand how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management

positions. Understanding consensus requires defining the locus (de Loë et al., 2016; Mullen, 2003), scope (Campbell & Cantrill, 2001; Foth et al., 2016; Rowe & Wright, 1999), content (Polletta & Hoban, 2016; Waggoner et al., 2016), and degree (Gabel & Shipan, 2004).

The research methodology and justification for the current qualitative classical Delphi study is the content of Chapter 3. The contents of Chapter 3 include the role of the researcher, participants and sampling, data collection and instrumentation, and data analysis. The Chapter ends with a discussion of the issues of trustworthiness and ethical procedures.

Chapter 3: Research Method

The purpose of Chapter 3 is to describe the research methodology for the current

study and its appropriateness to address the research question. The purpose of this

qualitative classical Delphi study was to determine how a panel of eight workplace

diversity experts viewed the desirability and feasibility of forward-looking strategies for

implementing voluntary diversity training programs to alleviate unconscious gender bias

in the selection of women to management positions. The sections included in Chapter 3

are research design and rationale, the researcher's role, methodology, issues of

trustworthiness, and summary.

Research Design and Rationale

The primary research question that guided the current study was:

R1: How does a panel of workplace diversity experts view the desirability and

feasibility of forward-looking strategies for implementing voluntary diversity training

programs to alleviate unconscious gender bias in the selection of women to management

positions?

The research subquestions were:

S1: How does a panel of workplace diversity experts view the desirability of

forward-looking strategies for implementing voluntary diversity training

programs to alleviate unconscious gender bias in the selection of women to

management positions?

S2: How does a panel of workplace diversity experts view the feasibility of

forward-looking strategies for implementing voluntary diversity training

programs to alleviate unconscious gender bias in the selection of women to

management positions?

Developing consensus from a group of experts is a desirable process when the

problem is controversial, and hierarchical decision-making could increase dissension

regarding groups acting (Fink et al., 1984; Polletta & Hoban, 2016). The most common

consensus methods are the nominal group technique, consensus development panel, and

Delphi technique (Waggoner et al., 2016). The significant difference between these

methods is that the Delphi method maintains the panelists' privacy, which reduces the

probability of complete agreement and decreases personality influence (Hohmann et al.,

2018). The other two methods require face-to-face interactions that are not practical for a

wide-ranging collection of representation to address the potential future state of a

research topic.

Using a modified Delphi method is typical if significant modifications to the

classical Delphi method are needed (Fletcher & Marchildon, 2014; Foth et al., 2016). The

Delphi method has evolved since the RAND inception, and the label *modified* has many

variations of application (Linstone & Turoff, 2011; Nowack et al., 2011). An example of

taking the quantitative approach to the Delphi method is when Maxwell (2017) used the

modification of starting the first round with Likert-type scales for information gathered in

a pilot study. Another modification that is more qualitative than the classical Delphi is to

include multiple open-ended rounds during the study (Fletcher & Marchildon, 2014).

These modifications were not necessary for my study.

The classical Delphi method typically consists of a field test to reduce researcher bias for the first-round questionnaire for collecting qualitative data from open-ended questions to the panelists (Avella, 2016). The subsequent rounds have the purpose of iterating over the data to determine the extent of consensus amongst the panelists for the information they provided (Worrell et al., 2013). Some researchers may consider using web-based questionnaires as an e-Delphi or online Delphi because the classical form of using postal letters has become outdated, and using modern technology more easily aligns with the original intent of classical Delphi (Hasson & Keeney, 2011). The classical Delphi is an appropriate method for working toward a consensus of experts' subjective opinions to provide forecasts for a complex problem (Linstone & Turoff, 2011; Rowe & Wright, 2001; Yousuf, 2007).

The research approach selected for the current study was a qualitative three-round classical Delphi design. The qualitative selection rationale is that the data source is subjective opinions from experts regarding strategies for implementing voluntary diversity training. Qualitative inquiry is separated from quantitative inquiry due to the necessity of understanding subjective data (Berger, 2015; Ryan-Nicholls & Will, 2009; Walther et al., 2017). The lack of agreement in scholarship and practice about implementing voluntary diversity training indicates that the most desirable and feasible strategies are unknown yet, and new information is necessary for acting. This future-looking aspect is expressly the purpose of the Delphi design to provide predictions based on expert expectations (Kwak et al., 2019; Nowack et al., 2011; von der Gracht, 2012). Additionally, the lack of scholarship and practice agreement regarding the topic also

indicates any established tools cannot contain the new data, and instrumentation development must be part of the study (Bastos et al., 2014; Falzarano & Pinto Zipp, 2013; Kimberlin & Winterstein, 2008). Classical Delphi studies will generally include research experts for establishing the initial questionnaire from open-ended questions so that all data collected are the panelists' collective voice (Hasson et al., 2000; Helms et al., 2017; Meskell et al., 2014).

In comparison with other qualitative designs, a Delphi design was the most appropriate. The phenomenological approach would have been inappropriate as the data collection is about the participants' inward focus to understand the lived experience and meaning (Finlay, 2014; Starks & Brown Trinidad, 2007; Wojnar & Swanson, 2007). The ethnographic approach would have been inappropriate, as the goal is not to understand events from the immersion into a culture (Downey et al., 2015; Mannay & Morgan, 2015). The narrative inquiry approach would not have been appropriate, as seeking to understand the past events unique to an individual or culture (Haydon et al., 2018) is not the focus of the current study. The case study approach would not have been appropriate as the target data is a collection of perspectives from a specific type of expert rather than seeking understanding from multiple sources regarding the effects of a situation (Browning & Boys, 2015; Dasgupta, 2015). A grounded theory approach would not have been appropriate when developing a new theory is not the primary research goal (Ryan, 2014; Starks & Brown Trinidad, 2007).

Role of the Researcher

The role of the researcher included research design, developing and field testing

the initial questionnaire for Round 1, selecting the expert panel members, establishing the

items for the scaled rounds based on analysis of narrative responses, data analysis, timely

feedback to the expert panel, limiting and addressing personal bias, protecting panelists

privacy and security, interpreting questionnaire results, establishing trustworthiness, and

adhering to ethical standards. The research design and questionnaire development are

standard for Delphi studies (Massaroli et al., 2018). Selecting and confidentially

interacting with an expert panel is the most common element of a Delphi study that is

necessary (Okoli & Pawlowski, 2004). Processing the questionnaire results is also a

typical role of the researcher or researchers to provide content analysis of Round 1

followed with statistical analysis of the subsequent rounds' responses as appropriate for

qualitative Delphi studies (Brady, 2015; Pritchard & O'Hara, 2017). A researcher is

responsible for controlling personal bias, and the Delphi method has some inherent

aspects that assist as the researcher is not a contributor to the data but challenged as the

designer of the study and analyzer of the data (Avella, 2016). The necessity for

maintaining ethical standards in a Delphi study is that the panelists only have interactions

with the researcher to develop sufficient trust to share their controversial opinions

(Salkind, 2007).

Personal Biases

Researcher bias for the current topic was a potential influence on the strategic

analysis development as confirmation bias. Confirmation bias is the usual result of

building an argument from harmonizing statements that reinforce presumed support

(Mercier & Sperber, 2011). Limiting the effects of confirmation bias for the current study

was that the researcher has no direct experience setting diversity training strategies or

working in a career field associated with diversity training. The researcher's exposure to

diversity training was as a participant and literature on diversity training.

One area of researcher bias concerning implementing voluntary diversity training

was integrating diversity education with other diversity initiatives is an effective solution.

An example is that to participate in interviewing, organizational leaders should require

participants to take an interviewing class that includes unconscious bias awareness.

Another example of integration would be to participate in mentoring programs; the

mentor must participate in mentoring training that includes cultural awareness elements

to help mentors relate to people different from themselves. These biases include an

expectation that the workplace diversity experts would suggest a strategy that includes

showcasing senior organizational leaders' voluntary participation in voluntary diversity

training as a social incentive.

Ethical Issues

The primary ethical issue in the current study was the anonymity among the

panelists, with whom I interacted only through the invitations and questionnaires.

Researchers usually design Delphi studies to protect confidentiality for removing the

effects of dominating personalities from influencing other participants (Mullen, 2003;

Salkind, 2007). An additional reason anonymity between the panelists was essential for

Delphi studies is that the content provided by any member may be considered

controversial, and participants should incur no harm for participating in a research study (Foth et al., 2016; von der Gracht, 2012). Physical protection of the research data came from using a dedicated Microsoft Cloud environment with security protocols enabled, industry-standard password practices, and limited retention policies enabled per Walden University data retention policies. By setting the retention policies along with disabling the account that stores the current study data the study information will be unavailable unless reenabled for audit purposes and will automatically delete at the end of the retention period. None of the panelists had a conflict of interest before or during the current study, nor was the target population defined as an at-risk population.

Methodology

The selected approach was a qualitative three-round Delphi design. The RAND Corporation developed the Delphi method in the early 1950s for the controlled opinion of consensus from a group of experts regarding the strategic planning of atomic weapons (Linstone & Turoff, 2002). The Delphi method has grown in popularity in social sciences as a method of inquiry for effecting change (Brady, 2015; C.-H. Kim & Yeo, 2018; Paraskevas & Saunders, 2012). This design included developing an initial questionnaire and field test for use in Round 1 of data collection, a purposeful sampling of workplace diversity experts, online administration of three rounds of data collection, defining levels of consensus, and protecting the anonymity among the panelists.

Participant Selection Logic

The experts' selection is a critical aspect in the Delphi method as the selection of the panelists is specific to knowledgeable practitioners (Avella, 2016; Habibi et al., 2014;

Okoli & Pawlowski, 2004). The specific target group was 25 workplace diversity experts with knowledge of large U.S. corporations' diversity practices. A formal title for the role of workplace diversity practitioner in many corporations is chief diversity officer, a role that started in universities to diversify college campuses, has expanded into top corporations to take advantage of diversity in the workforce (Leon, 2014; Shi et al., 2018; Williams & Wade-Golden, 2007). The title of senior diversity officer shows a steady increase in the title or functionally similar titles that were only in place in approximately 60% of Fortune 500 corporations in 2012 (Shi et al., 2018). At least 86% of Fortune 500 corporations have some form of diversity statement or program, indicating corporate executives are aware and taking some action toward diversity awareness (Dobbin & Kalev, 2016; Fortune, 2017). For the current study, the workplace diversity experts had responsibilities for setting diversity strategy and knowledgeable about programs such as manager accountability, diversity task force guidance, formal mentoring strategy, and compliance with government requirements aligning with studies from Dobbin and Kalev (2014) and Leon (2014).

Workplace diversity practitioners may lack sufficient knowledge and experience to qualify as experts for the current study as some may only serve in roles that provide only the government requirements with no practical knowledge for how to implement diversity programs (Dobbin & Kalev, 2013). The selection of workplace diversity experts should follow homogenous criteria for seeking the extent of consensus toward a specific strategy versus providing many viable options for policy consideration (Linstone & Turoff, 2002; Trevelyan & Robinson, 2015).

The locus of consensus for the current study criteria was three generalities for willing participants to acknowledge their eligibility to participate as experts in the current study. The first criterion was current knowledge of diversity programs' strategic directions in large corporations based in the United States. Current duties in the role are essential for the selection as the purpose of the current study was to provide the same audience a strategic consensus from expert peers (Habibi et al., 2014; Hohmann et al., 2018). The second criterion was at least 5 years of experience supporting diversity strategies, whether as an organizational employee or a consultant. The industry of human resource experts has defined someone as eligible for senior-level certification with 5 years of experience and a degree related to human resources (Society for Human Resource Management, 2018). The years of experience is a defined qualification from the target population as an attribute the target population values and therefore was a necessary standard for the current study (Lengnick-Hall & Aguinis, 2012; Okoli & Pawlowski, 2004).

When researchers follow the Delphi method, the panelists contribute to developing and investigating the problem (Adler & Ziglio, 1996). To measure if the panelists were engaged in the development of scholarship in their field of practice, the third criterion was if the panelists hold either a graduate degree related to human resource management or hold an industry-recognized certification, such as from SHRM, in the field of human resources. While there were people who did not fit these criteria, and such people could provide valuable insight and solutions, these criteria provided reasonable confidence that other workplace diversity practitioners should view the panelists were

qualified as experts. The establishment of criteria to qualify for the study is vital in a Delphi study to reduce researcher selection bias of panel members and allow the target industry's standards to guide the qualifications (Avella, 2016).

The second part of developing consensus within the Delphi method is the scope of consensus to determine how many people should be involved to provide an adequate dialog for communication from the members (Mullen, 2003). Communication challenges are finding experts willing to participate and the attrition of those who start the process (Helms et al., 2017). If the group is too large, it becomes unreasonable to ask people to give thoughtful opinions to every possible response of the other members. If the group is too small, then significantly more validity risks from lack of communication or engagement.

The initial target in the current study was 30 expert panelists, which is described as a desirable initial size for Delphi studies (Balasubramanian & Agarwal, 2012; Worrell et al., 2013). For the current study, the initial panel size was 25 expert panelists who completed Round 1. Due to attrition, the final size of the expert panelists who completed Round 3 was eight panelists, meeting the minimum recommended size for Delphi studies. The generally accepted minimum size for a Delphi single group panel is between five and 11 experts (Brockhoff, 1975; Waggoner et al., 2016).

Instrumentation

The data instrumentation for the study consisted of researcher-developed questionnaires. Researcher-developed questionnaires from a literature review and field testing are a normal instrumentation process for Delphi studies as the information is

future-focused rather than established (C.-H. Kim & Yeo, 2018; Pinnock et al., 2015; Prak & Wivatvanit, 2018; Spickermann et al., 2014). The initial questionnaire development encompassed the research question by expanding on the listed sub-questions, literature review, committee review, and field test. The purpose of the field test was to provide the panelists with a straightforward first-round questionnaire and enable deep open responses and reduce researcher bias (Avella, 2016; Pomery et al., 2017).

The content of the first-round questionnaire included self-verification of meeting the selection criteria, the open-ended questions developed during the field test, demographic questions, and a request for the email address for sending invitations to the next rounds (see Appendix A). The categories of demographic information included education level, relevant certification, years of relevant professional experience, years in current position, the industry sector of the current position, the title of the current position, geographic region, gender identification, and age range. For the subsequent rounds, the results of the first-round open-ended responses were the basis for Likert-type questionnaires for rating desirability and feasibility of strategies. Walden University IRB reviewed and approved the questionnaires for the second (See Appendix B) and third (See Appendix C) rounds before starting the participation procedures for subsequent rounds. For the second and third rounds, the panelists received a web link to an online questionnaire hosted by SurveyMonkey.

To provide a method for the panelists to share ideas with other panelists, a researcher using the Delphi method may provide space for the panelists to explain the rating (Hallowell & Gambatese, 2010; Paraskevas & Saunders, 2012; Pritchard &

O'Hara, 2017). To facilitate the controlled feedback, the questionnaire for Round 2 included a four-part questionnaire. The design of the four parts of the second-round questionnaire included items for a rating on two 5-point Likert-type scales, one for desirability and the other for feasibility. At the end of each list of items, the questionnaire included an optional box for panelists to provide a rationale for any low-rated items. The definition of scales for desirability and feasibility are adopted from Turoff's (Turoff, 2002) policy Delphi scales. The scale for desirability ranged from (1) *highly undesirable* to (5) *highly desirable*, and the scale for feasibility ranged from (1) *highly unfeasible* to (5) *highly feasible*.

The specific definitions provided to the panelists regarding desirability are below.

- (1) – *Highly Undesirable*: The proposed strategic item will have a major negative effect.

- (2) – *Undesirable*: The proposed strategic item will have a negative effect with little or no positive effect.

- (3) – *Neither Desirable or Undesirable*: The proposed strategic item will have equal positive and negative effects.

- (4) – *Desirable*: The proposed strategic item will have a positive effect with minimum negative effects.

- (5) – *Highly Desirable*: The proposed strategic item will have a positive effect with little or no negative effects.

The specific definitions provided to the panelists regarding feasibility are listed below.

- (1) – *Definitely Infeasible*: The proposed strategic item will have a very high time or financial cost.

- (2) – *Probably Infeasible*: The proposed strategic item will have a high time or financial cost.

- (3) – *May or May Not be Feasible*: The proposed strategic item may or may not have implementation potential.

- (4) – *Probably Feasible*: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.

- (5) – *Definitely Feasible*: The proposed strategic item will have no or very low time or financial cost.

The inclusion of items in Round 3 was determined by analyzing the data collected in Round 2 based on the predetermined consensus cutoff scores.

For Round 3, the online questionnaire included the items passing the cutoff rating from Round 2. The design of the four parts of the third-round questionnaire included items to be rated on two 5-point Likert-type scales, one for desirability and the other for feasibility, with the same scale definitions as in Round 2. At the end of each list of items, the questionnaire included an optional box for panelists to provide a rationale for any low-rated items. The degree of consensus was reported based on the results of the analysis of the third-round data.

Field Test

Determining the appropriateness of the first-round open-ended questionnaire came from a field test on the questions' clarity and relevance. The field test included the

doctoral committee from Walden University and qualitative Delphi experts and professionals who were not eligible for participating in the panel due to professional conflict of interest. The letter to field test experts requested their analysis of the open-ended questions of the first-round instrumentation.

The field test consisted of six experts who provided feedback and guidance. Three of the field test experts were personal connections who had experience with diversity training programs. Two of the field test experts were Walden University professors with experience in diversity programs and research design. The sixth field test expert came from a referral with a professor from an East North Central university experienced in corporate strategy and Delphi research.

Before starting Round 1, the instrumentation was adjusted based on the feedback for better clarity, alignment across the instrument questions, and alignment to the research questions. The field test feedback informed the adjustments to the first-round instrumentation. Guidance and approval for the final version of the first-round instrumentation came from the doctoral committee at Walden University. Walden University's IRB approval was obtained requested for the resulting Round 1 instrument.

Internal Consistency Reliability

Measurement of internal consistency reliability came from calculating Cronbach's alpha for all Likert-type ratings of the items in the second and third rounds of the study, as conventional with Delphi studies (Goodarzi et al., 2018; Mokkink et al., 2010). Calculation of Cronbach's alpha came from using PSPP, an open-source alternative to SPSS, for Rounds 2 and 3. A Cronbach's alpha of greater than 0.70 would meet the usual

rating for studies using approximately 30 participants, six or fewer Liker-type scale measures, and projected to have over 20 items in responses (Bonett & Wright, 2015; Goodarzi et al., 2018; Vaske et al., 2017). The Cronbach's alpha for Round 2 was .91, which is within the acceptable range. The Cronbach's alpha for Round 3 was .85, which is within the acceptable range.

The primary limitation of using Cronbach's alpha in a Delphi study was the lack of random sampling, so the confidence ratings are absent from the calculations (Bonett & Wright, 2015; Weller, 2007). The second limitation was that the alpha score might show consensus among the panelists, but it does not show the consensus of agreement (Bonett & Wright, 2015; Goodarzi et al., 2018; Vaske et al., 2017). As the Cronbach's alpha coefficients were within the appropriate range for Delphi studies, the Round 2 and Round 3 instruments in the current study met internal consistency expectations.

Procedures for Recruitment, Participation, and Data Collection

Procedures for Recruitment

The target population of the current study was workplace diversity experts who had functional expertise in diversity training programs in large U.S. corporations. A purposeful sampling strategy started the recruitment followed with snowball sampling to expand the available network of potential participants as typical with Delphi studies (Lafcı-Tor, 2017; Prak & Wivatvanit, 2018; Yusof et al., 2018). Identification of potential participants to serve on the Delphi panel came from the social networking tool LinkedIn that is a growing platform for research participant recruitment (Gelinas et al.,

2017; Pezaro & Clyne, 2015). The search criteria included the terms that match the qualifications for the study.

The potential panelists received invitation letters using the InMail feature of LinkedIn to initiate the recruitment process. The invitation letters included a request for the potential panelists to forward the invitation to others they believed would fit the criteria of the study to facilitate a snowball technique. The secondary recruitment method came from a general invitation posted on a personal LinkedIn page requesting connections to share the invitation with qualified people. Both invitation methods included a link to the informed consent form. Isolating the researcher's communications to the panelists to the Walden University email system and LinkedIn's private messaging systems helped protect the privacy of the potential panelists and those who accepted the request to participate.

The risk of researcher bias in selecting experts is a problem with conducting a Delphi study that may result in loss of generalizability or unreasonably support the researcher's assumptions (Agzarian et al., 2017; Devaney & Henchion, 2018). To decrease the researcher bias risk of selection, the clearly defined participant qualifications and to ask for those connections to expand to their networks help the selective sampling be objective (Balasubramanian & Agarwal, 2012; Skulmoski et al., 2007).

Respondents who consented and met the requirements had immediate access to the Round 1 questionnaire that had a listed time of 1 month to complete from opening the round. The end date was not sufficient as Round 1 had to have population criteria changes and reopen to obtain enough to participate in the study. The change in population

criteria was employment in Fortune 1000 corporations to the current focus of knowledge

of strategic directions of diversity programs in large corporations. The secondary aspect

changed to increase eligibility was from people who had direct responsibility for the

diversity programs to people who, as an employee or consultant, had 5 years of

experience supporting diversity programs. The two changes were submitted and approved

by the IRB before updating the survey form and reopening the recruiting effort.

The recruitment and data collection of Round 1 took nearly 6 months to obtain 25

participants and data saturation from at least 2600 direct invitations and an unknown

number of forwarded invitations. Panelists received invitations for subsequent rounds

using the e-mail addresses obtained from the panelists in Round 1, and only those

validating their participation in subsequent rounds were sent invitations to the next round.

The request asked panelists to respond within 14 days, but an extension was necessary

due to low response rates, including reopening Round 1 to complete Round 2. The

panelists were anonymous to each other, and there were no known compromises of

panelists' identity or their data.

Procedures for Participation

Participation in the study required the panelists first to consent voluntarily to

participate in the study according to the standards and policies of Walden University's

Institutional Review Board (IRB). Round 1 started immediately after accepting the terms

of informed consent using SurveyMonkey's questionnaire logic of requiring agreement

with the terms of consent before moving to the question set. The Round 1 questionnaire

included questions for self-validation of meeting the current study criteria and requesting an email address from the panelists to participate in the following round.

The panelists received an email for the start of Round 2 with a link to the SurveyMonkey page. The panelists received an email for the start of Round 3. After the study was concluded and approved, the panelists received a final email of the dissertation summary, instructions to obtain the full dissertation, and a reminder of the privacy of their data.

The panelists needed to have access to a computer, the Internet, and a personal electronic communication method such as private email or LinkedIn messaging to participate in the study. The panelists did not receive monetary compensation for participation in the study. The panelists completed three rounds of interaction with the researcher. Panelists were excluded from further communications if they did not respond during the open period for each round. After completing the data collection, the panelists received an appreciation letter with reminders of researcher and Walden University contact information and protected their anonymity among the other panelists and their privacy and confidentiality. After the study completion, the panelists received a summary of the published work and instructions on obtaining an electronic copy of the study, should they so desire.

Procedures for Data Collection

Round 1 consisted of an informed consent form at the beginning, and those who consent then had the option to continue to an open-ended questionnaire and demographic data. The data collected from Round 1 had content analysis performed on the narrative

responses and descriptive statistics regarding the demographic information as described in the data analysis section.

Round 2 and Round 3 consisted of 5-point Likert-type ratings of the desirability and feasibility with optional narrative space for the panelists to describe their reasoning for low ratings, as described in the instrumentation section of the content derived from the narrative responses. The data from Round 2 Likert-type ratings for each item were analyzed as described in the data analysis section to meet the consensus cutoff scores for inclusion to Round 3. Round 3 included the items passing the consensus cutoff for Round 2 so that the panelists could change their ratings. The study results came from the analysis of Round 3for reporting the levels of consensus obtained, as described in the data analysis section. The SurveyMonkey analytical tools allowed direct exporting of data into an Excel file that provided well-formatted data for additional analytical processing.

Data Analysis Plan

The data analysis for Round 1 entailed a content analysis of the narrative responses provided by the panelists. The data analysis for Round 2 and Round 3 entailed descriptive statistical analysis. Exporting the SurveyMonkey data to Microsoft Excel format allowed for convenient use of Excel features for content-coding and descriptive statistics (Meyer & Avery, 2009; Ose, 2016). Other options of consideration for narrative analysis were ATLAS.ti, NVivo, and other open-source software designed to develop codes and themes from qualitative data (Saillard, 2011; Saldaña, 2013). An open-source

statistical tool called PSPP, like SPSS, was used to analyze Cronbach's alpha for Round 2 and Round 3.

Round 1

The panelists provided their views regarding forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions as the current study content as Round 1. The narrative responses of the questionnaire to the open-ended questions were analyzed using the open coding technique, focusing on each code being descriptions of actions that would indicate a strategic focus. Open coding is the process of interpreting narrative segments with labels to discriminate similar ideas into categories (Cho & Lee, 2014; Chong & Yeo, 2015; Fletcher & Marchildon, 2014). The labels came from deconstructing the phrases in the narrative responses and creating labels from the resulting phrases. Framing for the analysis of core categories and subcategories was Sutha et al.'s (2016) framework of participation intention of voluntary training. Following the example method of prior researchers (Geist, 2010; Gordon & Pease, 2006), each narrative segment and associated categories were color-coded in Excel to ease visualization of the analysis when developing the questionnaire for Round 2. Additional data collected during Round 1 included demographic information. Analysis of nominal demographic information about gender, certification, title, industry, and geographic region involved frequency counts and percentages and modes. Analysis of ordinal demographic information of education, years of experience, organization size, and age range involved frequency counts and percentages and medians.

Second and Third Round

For the subsequent rounds, the analysis was based on the panelists' responses to the Likert-type ratings of the ordinal data to determine the median and top two responses for each item for desirability and feasibility. The consensus measures were necessary to establish how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. Determination for consensus for the current study came from the panelists' responses on Likert-type ratings by the median of the responses and the proportion of those responses that matched the top two ratings of a 4 or 5 on the scales for desirability and feasibility. The strategic items that pass consensus are the answer for how the panel of workplace diversity experts view their strategic items' feasibility and desirability.

The consensus during Round 2 for each item was if any of the following calculations occur (a) median agreement ≥ 4, or (b) proportion of agreement $\geq 65\%$ for the top two responses (a rating of 4 or 5) for both desirability and feasibility as an accepted cutoff practice in Delphi studies (Diamond et al., 2014; Rowe & Wright, 1999). The purpose of providing an or condition for Round 2 analysis was to allow panelists to reconsider their ratings for items that were close but lacking consensus from one measure in Round 3 (Rayens & Hahn, 2000; von der Gracht, 2012). Consensus for Round 3 followed the same model of consensus cutoff with the difference that both (a) median agreement ≥ 4, and (b) proportion of agreement $\geq 75\%$ for the top two responses (a rating of 4 or 5) for both desirability and feasibility.

Some panelists provided narrative responses regarding their ratings to understand the current study responses and additional literature searches. Analysis of the panelists' narrative responses was according to thematic content for understanding differences in consensus for desirability and feasibility. The thematic content also provided data to provide a more in-depth literature review of the material. Chapter 4 includes the results of the analyses.

Issues of Trustworthiness

Issues of trustworthiness in qualitative studies consist of credibility, transferability, dependability, and confirmability (Hasson & Keeney, 2011; Sinkovics & Alfoldi, 2012). Trustworthiness in qualitative research comes from the researcher providing clarity about the data collection and processing and honesty in the logical progression of decisions (Sinkovics & Alfoldi, 2012). The following sections describe the details of trustworthiness for the study.

Credibility

Credibility in qualitative research is also the believability of the data process and results to the participants and research audience (Hasson & Keeney, 2011). The first aspect of credibility for a Delphi study is selecting the experts to participate in the panel (Devaney & Henchion, 2018; Nowack et al., 2011; Paraskevas & Saunders, 2012). Setting specific standards based on the target group's criteria as experts within their industry helped reduce selection bias. Sharing the standards for participation and the demographic information of the panel associated with those standards is a measure that helped establish credibility (Paré et al., 2013). Collecting demographic data and reporting

the range of qualifications provided higher confidence in the appropriateness of the panel selection. The second aspect of credibility in a Delphi study is prolonged engagement by multiple rounds of responses with the panelists to reduce the potential of error or bias (Walliman, 2006). Multiple rounds of engagement from the Delphi method enabled member checking, as the panelists are both the creators in the first-round and content raters in the second and third rounds (Hasson & Keeney, 2011).

Transferability

Transferability represents the potential for the results to be applicable and meaningful to professionals and researchers other than the specific people participating in the study and that the study processes are repeatable (Paraskevas & Saunders, 2012). Transferability for a Delphi study is that the industry experts would recognize the panelists' qualifications as experts by their peers that often require diverse experiences and industries (McPherson et al., 2018; Nowack et al., 2011; Paraskevas & Saunders, 2012). The second aspect of transferability is if the study process is meaningful to another context to provide potential insight or application to future studies using thick descriptions of the complete process (Anney, 2014). Transferability came from a broad cross-section of expertise among the expert panelists that aggregated the panel characteristics' descriptive statistics.

Dependability

Dependability in a Delphi study, much like other qualitative studies, is that the process is recorded from start to finish so that other researchers can replicate and critique the decisions of a researcher (Anney, 2014). Following the audit trail example of other

researchers (Ryan-Nicholls & Will, 2009; Sinkovics & Alfoldi, 2012), the current study

includes all documentation with personally identifiable information redacted to show the

data analysis process, explaining the uniqueness of the current study that may be different

in replicated studies. Dependability is specifically achieved during the Delphi process as

the panelists are the most crucial aspect as they are who review the researcher's

interpretation of the data and rate those interpretations for levels of agreement (Hsu &

Sandford, 2007).

Confirmability

The audit trail of providing the data and the record of decisions provided the basis

for confirmability described in greater detail by reflexive journaling during the study and

included in the report. The goal of confirmability is to provide assurance; the results

come from the data rather than the researcher's assumptions and bias (Alvarez et al.,

2018; Anney, 2014; Berger, 2015). Communications were electronic and saved with the

rest of the data generated during the study to transparency researcher assumptions and

bias during the research process.

Ethical Procedures

The Walden University IRB reviewed and approved the study and the Round 1

questionnaire (approval number 04-01-20-0439659) before participant solicitation and

data collection for Round 1. The IRB also reviewed and approved the Round 2 and

Round 3 questionnaires before starting data collection for either round. Potential

participants received an invitation for Round 1 through targeted requests on LinkedIn

based on profile information indicating a match to the study criteria. No organizations

assisted in the process of soliciting participants at any stage of the current study.

Permissions

Participants' solicitation came from personal invitations sent to purposively

selected prospective participants and snowball recruiting, specifically from LinkedIn

communication tools. Approval from Walden University Institutional Review Board was

necessary before any solicitation or data collection commenced. Upon obtaining

approval, contacting potential panelists came from publicly available information. The

communications with potential panelists came from private and personal networks rather

than corporate facilitation. Obtaining participant consent took place before collecting any

data, as described in a subsection below.

Recruitment

The initial communications for participation specifically included asking the

potential panelists to publicly state interest in the study to protect their confidentiality and

anonymity among the panelists. The researcher requested the panelists' email addresses

who participated in each round for sending each panelist individual follow-up emails and

invitations to the subsequent survey. There were no conflicts of interest with the target

population and did not include coworkers, friends, or family of the researcher.

Risks and Benefits

Participation in the current study involved minimal risk encountered in everyday

life or the routine completion of an online questionnaire. The risk was minimal because

of the future-oriented nature of the study about how the panelists view the desirability

and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The study focus was not on the experiences of the participants. Panelists did not express concerns about adverse effects during the current study. The choice to participate at any level was entirely voluntary, and participants were free to withdraw from the study at any time. Panelists who completed Round 1 were contacted with reminders to participate in Round 2. Panelists who completed Round 2 were contacted with reminders to participate in Round 3. There was no contact with panelists who did not complete Round 2 for participation in Round 3.

Informed Consent

Consent for all three rounds occurred at the start of Round 1. The consent form included an explanation of the nature of the research and its involvement, estimated time to complete the questionnaires, risks, benefits, anonymity among the panelists, procedures to protect privacy and confidentiality, and information about withdrawal. The consent form also included the researcher's contact information, the chair, the Walden University's IRB, and their approval number for the study. Before inviting panelists to the subsequent rounds, the questionnaires had approval from the Walden University IRB.

Anonymity, Privacy, and Confidentiality

The panelists had anonymity among each other in that they did not have any communications with each other, nor did they receive any identifiable information of the other panelists. Panelists provided an email address for invitations to the subsequent rounds. The researcher emailed the panelists to facilitate the Delphi rounds. Email

addresses were not part of the data analysis and separated into a separate password-protected file.

Data collection storage was on a Microsoft OneDrive for business environment with their default AES256-key encryption standard to all files in their business cloud storage under a single-user account (Microsoft, 2019a). During data processing, the OneDrive feature of syncing provided consistent data protection and access to only the researcher. After the study, disabling syncing the securely stored data in the OneDrive cloud (Microsoft, 2019b). Using the built-in retention policy of OneDrive for Business, the data will autodelete after 5 years according to the policy rules provided by deleting the user identification used for the study. Recovery of the data is possible at any point within 5 years but completely inaccessible unless set to recover within the retention policy timeline.

Summary

Chapter 3 included an appropriate description and justification of the research method, design, and methodology for the classical Delphi study about how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The chapter included descriptions and justifications of sampling and recruitment, data collection and analysis procedures, instrumentation, data analysis, ethical concerns, and trustworthiness. Chapter 4 will include a description of the characteristics of the panelists and the results of the analyses.

Chapter 4: Results

The purpose of this qualitative classical Delphi study was to determine how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. Workplace diversity experts could adopt the strategies that met consensus in their organizations to help alleviate unconscious gender bias in the selection of women to management positions. The consensus reached in this study may reduce the literature gap of desirable and feasible strategies for implementing voluntary diversity training programs. The research question and subquestions that guided this study were as follows:

R1: How does a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions?

S1: How does a panel of workplace diversity experts view the desirability of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions?

S2: How does a panel of workplace diversity experts view the feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions?

The sections included in Chapter 4 are research setting, participant demographics, data collection, data analysis, and evidence of trustworthiness. The presentation of the results includes findings from three rounds of data collection and analysis. In Round 1, panelists answered five open-ended questions. Analysis of the narrative responses to Round 1 produced a varied list of strategies to implement voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. In Rounds 2 and 3, panelists rated items developed from the strategies identified in Round 1 on two Likert-type scales, one for desirability and one for feasibility. Data analysis in Rounds 2 and 3 involved using descriptive statistics of ratings to identify consensus. The chapter concludes with a summary of the answers to the research question and subquestions.

Research Setting

SurveyMonkey was the hosting service for conducting the current study electronically. Participants accessing and participating with the survey in SurveyMonkey was accomplished according to their choice with no researcher insight or oversight of the panelists' environment. The nature of the panelists' data consisted of text-based narrative responses and ratings for desirability and feasibility. Due to the absence of any observations, there are no known influences for interpreting the results.

Demographics

The participants in the expert panel for the current study self-selected and qualified on the following characteristics: (a) current knowledge of strategic directions of diversity programs in large corporations based in the United States; (b) at least 5 years of

experience supporting diversity strategies, whether as an organizational employee or a

consultant; and (c) either a graduate degree related to HR or an industry-recognized

certification in the HR field. The demographics of the 25 panelists who completed Round

1 of the current study follows where $n = 25$ unless otherwise noted.

The first criteria of current knowledge of strategic directions were determined by

current job title and time in the current position. Table 1 and Table 2 show the Round 1

expert panelists' reported demographics regarding their job titles and experience in the

current roles.

Table 1

Categories of Career Titles of Expert Panelists (N =25)

Region	Percentage	Count
C-suite	20.0	5
Senior leadership	32.0	8
Diversity management	16.0	4
Diversity professional	32.0	8

Note. One panelist did not respond.

Table 2

Years in Current Title of Expert Panelists (N =25)

Years in Current Title	Percentage	Count
Less than 5 years	32.0	8
5-9 years	28.0	7
10-14 years	16.0	4
15-19 years	8.0	2
20 years or more	16.0	4

Table 3 includes the data regarding the second criteria for participation of experience supporting diversity strategies. All Round 1 panelists met at least one of the criteria for either relevant education or industry-recognized certification shown in Tables 4 and 5.

Table 3

Experience Supporting Diversity Strategies of Expert Panelists (N =25)

Years of experience	Percentage	Count
5-9 years	48.0	12
10-14 years	16.0	4
15-19 years	16.0	4
20 years or more	20.00	5

Table 4

Education of Expert Panelists (N =25)

Type of degree	Percentage	Count
Associate degree	4.0	1
Bachelor's degree	32.0	8
Master's degree	40.0	10
Professional or doctorate degree (e.g., MD, JD, PhD, DBA)	24.0	6

Table 5

Certifications of Expert Panelists (N =25)

Type of certification	Percentage	Count
SHRM-CP	16.0	4
SHRM-SCP	16.0	4
PHR	16.0	4
SPHR	16.0	4
Cornell University Certification	8.0	2
AIRS	4.0	1
CDP	4.0	1

Note. The percentage is from n = 25; 17 of the panelists had one or more reported

certifications.

Table 6

Work Industries of Expert Panelists (N =25)

Industry sector	Percentage	Count
Automotive	4.0	1
Business support & logistics	12.0	3
Construction, machinery, and homes	12.0	3
Education	4.0	1
Entertainment & leisure	4.0	1
Finance & financial services	4.0	1
Government	8.0	2
Healthcare & pharmaceuticals	12.0	3
Manufacturing	4.0	1
Nonprofit	4.0	1
Telecommunications, technology, internet & electronics	24.0	6
Transportation & delivery	4.0	1
Utilities, energy, and extraction	4.0	1

The demographic characteristics of the expert panelists in Round 1 are included in

the following tables to demonstrate the diversity of experiences and backgrounds that

may have contributed to the panelists' views and show the composition of the expert panel. The panelists came from a wide range of industries, as seen in Table 6.

The headquarters of the expert panelists' corporations were also sourced from across the United States, as seen in Table 7. The expert panelists represented a wide range of engagements with large corporations from full-time employment with large organizations, value-added business partners, and smaller consultant organizations. The size of employment in organizations, as shown in Table 8. The panelists also shared their gender identity, as seen in Table 9. The final demographic element collected was the range of ages, and those reported ranges are in Table 10.

Table 7

Regional Location of Corporate Headquarters of Expert Panelists (N =25)

Region	Percentage	Count
New England	12.0	3
Middle Atlantic	8.0	2
East North Central	16.0	4
West North Central	4.0	1
South Atlantic	12.0	3
East South Central	8.0	2
West South Central	24.0	6
Mountain	4.0	1
Pacific	8.0	2
No Answer	4.0	1

Note. One panelist did not respond.

Table 8

Full-time Employees at Corporations of Expert Panelists (N =25)

Number of full-time employees	Percentage	Count
1-10	24.0	6
51-200	4.0	1
201-500	12.0	3
501-1,000	8.0	2
1,001-5,000	28.0	7
5,001-10,000	8.0	2
10,000+	16.0	4

Table 9

Gender Identity of Expert Panelists (N =25)

Self-reported gender	Percentage	Count
Female	72.0	18
Male	28.0	7

Table 10

Age Range of Expert Panelists (N =25)

Age group	Percentage	Count
25 to 34	8.0	2
35 to 44	20.0	5
45 to 54	36.0	9
55 to 64	28.0	7
65 to 74	4.0	1
No answer	4.0	1

Data Collection

Participation Overview

The invitation to participate in Round 1 of the current study generated 54 responses, with about half ($n = 25$) agreeing to the terms of informed consent. All who agreed also indicated that they met the eligibility requirements. Table 11 depicts the survey completion rate for each round of the study for individuals who consented to participate and verified meeting eligibility requirements.

Table 11

Survey Response Rate

Round	Invitations sent (n)	Completed surveys (n)	Completion rate (%)	Attrition rate (%)
1	2,600	25	0.09	N/A
2	25	18	72.00	72.00
3	18	8	44.44	32.00

Note. The number of invitations sent for Round 1 is not exact, as there are no reports of the forwarded invitations.

Data Collection

I expected to obtain about 30 surveys in Round 1 in about a month's time, and upon closing Round 1, analysis and Walden University IRB approval would take 3 weeks. Round 1 opened on April 1, 2020, and after 4 weeks of invitations sent to more than 1,000 potential panelists, only four panelists completed the survey and several responses of not being qualified. Making the criteria for the population group more inclusive while maintaining expert-qualifications of the panelists necessitated a change in procedures. The request for a change in procedure was submitted to the IRB on April 28,

2020 and approved on May 7, 2020. Round 1 resumed on May 7, 2020, and stayed open until July 02, 2020, with 21 completed surveys obtained from an additional 1,200 invitations. The data from Round 1 were analyzed to create the Round 2 survey instrument. The IRB approved the Round 2 survey instrument on August 3, 2020 and Round 2 was launched by sending the Round 2 survey link to the email addresses provided by the panelists who completed Round 1. The Round 2 attrition rate was below the expected 70%; of the 21, only 14 completed the Round 2 survey, which was a concern for the study validity.

The recommendation of the committee was to reopen Round 1, and on September 8, 2020, invitations sent to approximately 400 additional potential panelists. Another four panelists completed Round 1. The second opening of Round 1 closed on September 24, 2020. The results confirmed saturation and provided sufficient participation to move the study forward with 25 Round 1 panelists. As the new panelists completed Round 2 immediately, Round 2 was closed on September 25, 2020. The Round 2 data analysis was completed, and informed which items advanced to Round 3. The Round 3 instrument was submitted to the IRB on October 3, 2020 and approved on Oct 10, 2020.

Round 3 was launched on October 10, 2020, and closed on November 2, 2020, with eight panelists completing the survey. Despite four reminder emails, no responses were received from the other Round 2 panelists to request an extension or removal, resulting in no information to explain the low response rate. As data collection had already taken twice as long as projected and the Round 3 sample size of eight participants

was within the accepted standards of participation of six to 11 for Delphi studies

(Waggoner et al., 2016), data collection closed on November 2, 2020.

Round 1

The invitation provided the link to the informed consent form, and upon accepting

the invitation to participate, the panelists were linked directly to the informed consent

process on SurveyMonkey. Following consent, the survey questions loaded. The data

consisted of demographics and narrative responses to open-ended responses. Panelists

provided their email addresses to receive an invitation to Round 2. The Round 1 survey

had five open-ended questions. Of the 54 people who accessed the survey, 25 consented

to participate and completed Round 1. The data from Round 1 resulted in 67 unique

strategies for inclusion in the Round 2 survey.

Round 2

The 25 panelists who completed Round 1 were sent an invitation to the

SurveyMonkey link for the Round 2 survey. Using two separate 5-point Likert-type

scales, the expert panelists rated 67 items in 10 categories for desirability and feasibility.

Eighteen panelists completed Round 2. Some expert panelists explained why their rating

was high or low on the desirability and feasibility scales. The cutoff of 65% agreement of

the top two ratings of 4 and 5 with a median of 4 or higher resulted in 27 items meeting

consensus, and those items advanced to the Round 3 survey.

Round 3

The 18 panelists who completed Round 2 were sent an invitation to the

SurveyMonkey link for the Round 3 survey. Using two separate 5-point Likert-type

scales, the panelists rated 27 items in 10 categories for desirability and feasibility. Some expert panelists explained why their rating was high or low on the desirability and feasibility scales. Eight panelists completed Round 2. The cutoff of 75% agreement of the top two ratings of 4 and 5 with a median of 4 or higher resulted in 16 items in eight categories meeting final consensus. Two categories did not have any items passing consensus but lowering the consensus cutoff to 70% would have resulted in almost all items passing and would not have indicated the most desirable and most feasible items.

Data Analysis

The process of data analysis from Round 1 started with sorting all responses from the panelists into unique strategic phrases, as many of the panelists provided long answers to the five open-ended questions with multiple strategies within each answer. The panelists provided 191 strategic phrases that resulted in 67 unique elements in 10 categories that informed creating the items in the Round 2 survey. The integrated model for employees' intention to participate in non-mandatory training from Sutha et al. (2016) informed categorizing the strategies. Using the model as the basis for the categories from the intention to participate in non-mandatory training framework plus two additional categories provided the framing for the data analysis.

Two categories that were not part of Sutha et al.'s (2016) framework were (a) the corporate stance on voluntary diversity training and (b) secondary support for implementing voluntary diversity training. Inclusion of a category for the corporate stance on voluntary diversity training was due to many panelists suggesting that diversity training should only be mandatory, not voluntary. The literature review indicated an

expected resistance among workplace diversity experts, as most large corporations have mandatory diversity training. The second added category was for strategic items that did not fit into the theory but were part of the panelists' data and may also have supporting value.

Regarding the corporate stance strategies on voluntary diversity training, comments from the Round 1 panelists included statements expressing the need for diversity training cannot be optional and must be hammered into people's minds until it is normal. Another stated it was crucial to do both mandatory and voluntary training. Another panelist emphatically states a high objection to voluntary training because only the people interested would take the training and miss the people who need the training the most.

The final category includes strategies that could apply to multiple categories and would help workplace diversity practitioners to implement voluntary diversity training programs. A Round 1 comment pertinent to the collaboration in this category was to provide access to executives leading diversity training to the current research in the developments and best practices of diversity programs. Another idea the panelists suggested was regarding the use of external organizations in various methods that led to a comment of the difficulty corporations may have with accomplishing such engagements. This category's supporting statements may provide valuable insight for transitional steps to other diversity strategies in corporate environments.

The consensus level set for Round 2 was a median rating of 4 or higher or a minimum proportion of 65% for the top ratings for both desirability and feasibility. The

panelists rated 67 strategic items in 10 categories using Likert-type scales of 1 to 5 for

rating desirability and feasibility separately. Twenty-seven items passed the consensus

level. Table 12 shows a summary of these items.

Table 12

Round 2 Strategic Items Passing Consensus

Category of strategies	Item number	Desirability		Feasibility	
		Top two percentage	Median	Top two percentage	Median
A: Organizational support	3	100.0	5.0	100.0	4.0
	6	93.3	5.0	66.7	4.0
	7	100.0	4.5	70.6	4.0
	11	85.7	4.0	81.3	4.0
B: Self-esteem	12	91.7	5.0	86.7	4.0
	14	75.0	5.0	73.3	4.0
C: Goal orientation	23	100.0	5.0	85.7	4.0
	24	92.9	4.5	69.2	4.0
	25	100.0	5.0	76.9	4.0
D: Cognitive interest	32	100.0	5.0	83.3	4.0
	34	84.6	5.0	71.4	4.0
E: Job involvement	35	91.7	5.0	92.9	4.0
	39	92.3	5.0	85.7	4.0
F: Career insight	45	100.0	5.0	69.2	4.0
	46	92.3	5.0	69.2	4.0
G: Career identity	47	100.0	5.0	78.6	4.0
	49	100.0	5.0	76.9	4.0
	51	92.3	5.0	76.9	4.0
H: Demonstrating the benefits	53	100.0	5.0	84.6	4.0
	54	100.0	5.0	84.6	4.0
	55	92.3	5.0	76.9	4.0
I: Corporate stance	56	78.6	5.0	71.4	4.0
	58	100.0	5.0	76.9	4.0
	59	100.0	5.0	69.2	4.0
J: Secondary support	62	100.0	5.0	84.6	4.0
	64	100.0	5.0	71.4	4.0
	65	84.6	5.0	84.6	4.0

The consensus level that was set for Round 3 was a median rating of 4 or higher with a minimum proportion of 75% for the top ratings for both desirability and feasibility. The initial proportion rating was 70% but was increased to 75% because otherwise, only 5 of the 27 strategies were below the criteria for consensus. Using a top two frequency of 75% resulted in 16 items passing consensus in eight categories. Table 13 shows a summary of these items.

Table 13

Round 3 Strategic Items Passing Consensus

Category of strategies	Item number	Desirability		Feasibility	
		Top two percentage	Median	Top two percentage	Median
C: Goal orientation	23	100.0	5.0	87.5	4.0
	25	100.0	5.0	85.7	4.0
D: Cognitive interest	32	100.0	5.0	87.5	4.0
	34	100.0	5.0	85.7	4.0
E: Job involvement	39	100.0	5.0	87.5	4.0
F: Career insight	45	85.7	5.0	75.0	4.0
G: Career identity	49	100.0	5.0	85.7	4.0
	51	100.0	5.0	85.7	4.0
H: Demonstrating the benefits	53	100.0	5.0	85.7	4.0
	54	100.0	5.0	87.5	4.0
	55	100.0	5.0	75.0	4.0
I: Corporate stance	58	85.7	5.0	87.5	4.0
	59	87.5	5.0	100.0	4.0
J: Secondary support	62	100.0	5.0	87.5	4.0
	64	100.0	5.0	85.7	4.0
	65	100.0	5.0	85.7	4.0

The reliability results in Round 2 of .35 for Category A, strategies that demonstrate organizational support of voluntary diversity training, could indicate the items were not evaluated correctly to the concept. The low alpha score could also indicate

a complex concept that people disagree about the solution as indicated by the category

not reaching any item for consensus. Strategies that demonstrate organizational support

of voluntary diversity training, could be a topic for further exploratory research based on

the alpha score (Kopalle & Lehmann, 1997). Cronbach's alpha had limited application

with the study's size, especially in Round 3, where only one category had at least four

items, the minimum recommended for alpha to have meaning (Osburn, 2000). Table 14

shows the reduction of items and reliability from Round 2 to Round 3 with each category

and with all items.

Table 14

Data Reduction and Reliability of Instruments by Category Group

Category of strategies	Round 2 survey		Round 3 survey	
	Items	Cronbach's alpha	Items	Cronbach's alpha
A: Organizational support	1-11	.35	3,6,7,11	.73
B: Self-esteem	12-20	.63	12,14	.63
C: Goal orientation	21-25	.79	23-25	.75
D: Cognitive interest	26-34	.85	32,34	.59
E: Job involvement	35-41	.81	35,39	.60
F: Career insight	42-46	.74	45,46	.49
G: Career identity	47-51	.74	47,49,51	.62
H: Demonstrating the benefits	52-55	.67	53-55	.69
I: Corporate stance	56-61	.77	56,58,59	.27
J: Secondary support	62-67	.83	62,64,65	.80
All items		.91		.85

Evidence of Trustworthiness

Credibility

The current study supported credibility through iterative rounds of reconsidering items in the surveys. The panelists' responses in the comments did not indicate disagreement with the analysis of the items in prior rounds, and no panelists provided feedback in any other method to raise concerns about the analysis process. Additional credibility elements are IRB approval of each survey instrument prior to data collection and sourcing all strategies from the Round 1 responses of the panelists.

Transferability

The panelists' demographics supported the requirement that the panelists be considered experts in their field by all meeting their industry requirements, with many of the panelists far exceeding the minimum requirements. The panelists were from different regions, industries and carried many different corporate labels. The characteristics and diversity of backgrounds of the panel supports transferability of the findings to workplace diversity practitioners.

Dependability

The dissertation committee reviewed all decisions, data collection, and results of data analysis. Bracketing was part of the study design, along with reflexive memos to record events, thoughts, and feelings during data analysis in each Delphi round to limit personal bias. All data came directly from the panelists' words and ratings, with no input from me to lead the panelists on specific strategies from the literature or my opinions. Another researcher could replicate the procedures described in Chapter 3; changes in the

invitation process to a predetermined group of experts could provide much quicker response and data collection.

Confirmability

Details of the thought processes and personal challenges are in the reflexive journal. The panelists did not communicate with me outside of the surveys, so there were no communications to record. The expectation was that some panelists might ask questions for clarity or complaints regarding the analysis if they disagreed with the content. None did. The dissertation chair reviewed an audit trail, which provided details of all decisions, data collection, and analysis performed during this study.

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Study Results

</div>

The purpose of the current qualitative classical Delphi study was to determine how a panel of workplace diversity experts viewed the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. A panel of workplace diversity experts suggested initial strategies during Round 1 and rated the derived strategies in Rounds 2 and 3. The results are described below.

Round 1

The panelists' responses provided 191 phrases that, when combined and analyzed for uniqueness using Microsoft Excel to organize the data, resulted in 67 unique strategic elements. Of these strategic elements, 55 aligned with Sutha et al.'s (2016) model of employees' intention to participate in voluntary training, and 12 strategic elements

beyond that model. The 67 items listed per category (see Appendix D) were used to create the items included in the Round 2 survey.

Round 2

In Round 2, panelists rated 64 items in 10 categories for desirability and feasibility. The threshold for reaching initial consensus in Round 2 was the proportion of the top two ratings for each item rated as 4 or higher was 65% and a median rating of 4 or higher for both desirability and feasibility. The consensus cutoff resulted in 27 strategic elements meeting consensus for Round 2 (see Appendix E), and those results were the source to generate the Round 3 survey. Table 13 contains the list of items for each category that passed the initial consensus cutoff for Round 2.

Some panelists commented on low and high ratings to inform the analysis of the strategic elements. Of the 67 strategic items, only one did not pass initial consensus for desirability and feasibility; other items did not pass due to ratings for feasibility below the cutoff. Of the strategic items not meeting consensus, none had a median rating lower than 3 for either desirability or feasibility. The comments the panelists made trended toward concerns along the lines of budget constraints, commitment from stakeholders, supportive culture, and unworkable complexity of programs.

Participants did not rate as feasible strategies that would necessitate additional spending, such as setting aside funds that may not be used, or desirable activities that may require new hiring to support the effort. Additionally, they did not rate as feasible strategies that would necessitate sharing corporate information of financial commitments or spending. The panelists expressed that such roles are unnecessary and more of a

publicity stunt instead of changing the culture. They also indicated that strategies that would include senior leadership or the Board of Directors taking active roles in training events would not be feasible.

Panelists did not rate as feasible strategies that had risk to providing personal information, or offending people. Nor did they find strategies pertaining forming new committees as feasible due to concerns there may not be adequate training and professionalism to move the duties outside of a Human Resources Department. Panelists considered strategies that involved staff, leaders, or board of directors sharing their stories too risky as those sharing may face cancel culture for their honesty and cause more harm from the effort. They were concerned about strategies that would result in employees leading and designing diversity awareness events because they must have the training specifically for it to manage risk.

Panelists rated feasibility as low for strategies that would create complex systems due to the same challenges of expense and commitment, and that too much information is counterproductive because people will lose interest. Panelists also rated feasibility as low for strategies that would involve an external partnership such as with universities, non-profits, and local corporations, sharing comments that such programs would introduce complexity and not obtain synergy. Panelists rated feasibility as low on strategies that increased operational complexity sharing concerns that large amounts of employee data, new technology, or training new skills would be too difficult and result decision-makers receiving ineffective information.

Table 15 through Table 24 display the strategic items that passed the criteria for Round 2 for advancing to Round 3. Panelists were asked to provide comments for items they rated low but had the option to provide additional comments for any rating. Some panelists provided comments for items they rated high, and those comments helped understand their ratings and informed the interpretation of the findings.

Table 15

Round 2: Category Organizational Support

Strategy number	Strategies that demonstrate organizational support of voluntary diversity training
3	Set up a program to ensure policies accommodate diverse workforce such as working mothers, people with disabilities, and are reviewed regularly for unintended cultural biases.
6	Hire organizational leaders who clearly support and state regularly that diversity training is voluntary and encouraged.
7	Set up programs to partner with non-profit groups that provide diversity events or training to help build connections of peers across industries for awareness of evolving best practices.
11	Set up a program so that all levels of leadership can easily communicate when they will be attending a voluntary diversity training class and their experiences after.

Table 16

Round 2: Category Build Self-esteem

Strategy number	Strategies that help build self-esteem of employees to participate in voluntary diversity training
12	Set up policies to avoid programs that cause division and discomfort caused by defensiveness such as implicit bias training.
14	Create voluntary diversity training events that are entertaining, fun, low stress, and used as professional development.

Table 17

Round 2: Category Goal Orientation

Strategy number	Strategies that help align goal orientation with voluntary diversity training
23	Set up a program to ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values.
24	Set up a governance program for senior leadership and board of directors that include diversity metrics for Key Performance Indicators on scorecards.
25	Set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees.

Table 18

Round 2: Category Cognitive Interest

Strategy number	Strategies that help employees build cognitive interest in voluntary diversity training
32	Set up a program for internal corporate communications from senior leadership stating the specific importance of diversity and inclusion to the success and values of the organization.
34	Set up programs to provide diversity awareness campaigns.

Table 19

Round 2: Category Job Involvement

Strategy number	Strategies that help engage job involvement with voluntary diversity training
35	Set up training programs for managers for how to deal with employee disparities.
39	Set up programs that enable diversity champions to model the desired behaviors.

Table 20

Round 2: Category Career Insight

Strategy number	Strategies that help employees gain career insight from participating in voluntary diversity training
45	Establish programs such as Employee Resource Groups or Diversity Committees that enable regular direct communication of employees with organizational leaders.
46	Set up multiple types and methods for voluntary diversity training such as lunch-and-learns, bias awareness, fair versus equal awareness training, and sharing information for training external to the company.

Table 21

Round 2: Category Career Identity

Strategy number	Strategies that help employees build career identity with voluntary diversity training
47	Set up a recruiting strategy across the organization to include the board of directors that supports diversity across multiple metrics (race, gender, knowledge).
49	Hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking.
51	Set up programs to measure and report the diversity of the organization with separation of tiers (diversity of the board, diversity of the executives, diversity of the management layers).

Table 22

Round 2: Category Demonstrating the Benefit

Strategy number	Strategies that help demonstrate the benefit of voluntary diversity training
53	Set up a program to provide employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and organizational profitability.
54	Set up a program to provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training.
55	Set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels.

Table 23

Round 2: Category Corporate Stance

Strategy number	Strategies for the corporate stance on voluntary diversity training
56	Do not provide diversity training directly, instead integrate within all other training.
58	Mandate diversity training for all leadership roles.
59	Mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees.

Table 24

Round 2: Category Secondary Supporting Strategies

Strategy number	Secondary supporting strategies for implementing voluntary diversity training
62	Set up programs that enable Human Resources departments to collaborate with other corporate diversity roles and programs.
64	Set up a program to ensure all training programs have an assumption of diverse people.
65	Set corporate policies that establish consequences for anti-diversity behaviors.

Round 3

In Round 3, panelists rated 27 items in 10 categories for desirability and feasibility. The threshold for reaching consensus in Round 3 was the proportion of the top two items rated 4 or higher, 75%, and a median rating of 4 or higher for desirability and feasibility. The consensus cutoff resulted in 16 strategic elements meeting consensus (see Appendix F). Two categories did not have any items passing the final consensus. Table 25 through Table 32 depict the list of items for each category that passed the consensus cutoff. The panelists did not provide many comments during Round 3. For the strategies that did not pass final consensus cutoff, their general concerns were of budget and commitment. They made no comments to provide additional understanding of the final list of strategies in Round 3.

Table 25

Round 3: Category Goal Orientation

Strategy number	Strategies that help align goal orientation with voluntary diversity training
23	Set up a program to ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values.
25	Set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees.

Table 26

Round 3: Category Cognitive Interest

Strategy number	Strategies that help employees build cognitive interest in voluntary diversity training
32	Set up a program for internal corporate communications from senior leadership stating the specific importance of diversity and inclusion to the success and values of the organization.
34	Set up programs to provide diversity awareness campaigns.

Table 27

Round 3: Category Job Involvement

Strategy number	Strategies that help engage job involvement with voluntary diversity training
39	Set up programs that enable diversity champions to model the desired behaviors.

Table 28

Round 3: Category Career Insight

Strategy number	Strategies that help employees gain career insight from participating in voluntary diversity training
45	Establish programs such as Employee Resource Groups or Diversity Committees that enable regular direct communication of employees with organizational leaders.

Table 29

Round 3: Category Career Identity

Strategy number	Strategies that help employees build career identity with voluntary diversity training
49	Hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking.
51	Set up programs to measure and report the diversity of the organization with separation of tiers (diversity of the board, diversity of the executives, diversity of the management layers).

Table 30

Round 3: Category Demonstrate the Benefit

Strategy number	Strategies that help demonstrate the benefit of voluntary diversity training
53	Set up a program to provide employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and organizational profitability.
54	Set up a program to provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training.
55	Set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels.

Table 31

Round 3: Category Corporate Stance

Strategy number	Strategies for the corporate stance on voluntary diversity training
58	Mandate diversity training for all leadership roles.
59	Mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees.

Table 32

Round 3: Category Secondary Supporting Strategies

Strategy number	Secondary supporting strategies for implementing voluntary diversity training
62	Set up programs that enable Human Resources departments to collaborate with other corporate diversity roles and programs.
64	Set up a program to ensure all training programs have an assumption of diverse people.
65	Set corporate policies that establish consequences for anti-diversity behaviors.

Answering the Research Questions

The focus of this section is about how the results presented above address the research questions for the current study. Research Subquestion 1 pertained to how a panel of workplace diversity experts viewed the desirability of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The items that met the final threshold for desirability answered this subquestion. Research Subquestion 2 pertained to how a panel of workplace diversity experts viewed the feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The items that met the final threshold for feasibility answered this subquestion.

The overarching research question was how a panel of workplace diversity experts viewed the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. The results at the end of three

iterative rounds of data collection and analysis answered the overarching research question. The results revealed 16 strategies in eight categories that met the consensus criteria on both desirability and feasibility.

The strategies for the goal orientation category are: (a) set up a program to ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values; and (b) set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees. The strategies for the cognitive interest category are: (a) set up a program for internal corporate communications from senior leadership, stating the specific importance of diversity and inclusion to the organization's success and values; and (b) set up programs to provide diversity awareness campaigns. The strategy for the job involvement category is to set up programs that enable diversity champions to model the desired behaviors.

The strategy for the career insight category is to establish employee resource groups or diversity committees that enable employees' regular direct communication with organizational leaders. The strategies for the career identity category are: (a) hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking; and (b) set up programs to measure and report the organization's diversity with the separation of tiers. The strategies for the demonstrating the benefits category are: (a) set up a program to provide employees with the business reasons for a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and

organizational profitability; (b) set up a program to provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training; and (c) set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels.

The strategies for the corporate stance category are: (a) mandate diversity training for all leadership roles, and (b) mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees. The strategies for the secondary support category are: (a) set up programs that enable Human Resources departments to collaborate with other corporate diversity roles and programs, (b) set up a program to ensure all training programs assume the audience are diverse people, and (c) set corporate policies that establish consequences for anti-diversity behaviors.

Summary

The purpose of this classical Delphi study was to explore the views of a panel of workplace diversity experts on the desirability and feasibility of forward-looking strategies to implement voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. Strategies distilled from the open-ended responses in Round 1 informed items rated for desirability and feasibility during Rounds 2 and 3 to reach consensus. The results revealed 16 strategies in eight categories that met the consensus criteria on both desirability and feasibility. These eight

categories are: goal orientation, cognitive interest, job involvement, career insight, career identity, the benefits, corporate stance, and secondary support.

Chapter 4 included the current study results and a review of the methodology outlined in Chapter 3. The panelists' responses through the three rounds of the current Delphi study provided insight into how workplace diversity experts view the desirability and feasibility of strategies for implementing voluntary diversity training. Chapter 5 includes an interpretation of the findings and where they fit into the literature, limitations, recommendations for future research, and implications for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of the current study was to determine how a panel of workplace diversity experts viewed the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. Mandatory diversity training programs in large U.S. corporations adversely increase unconscious gender bias of promotion selection (Kelly & Smith, 2014; Weissbourd, 2015). However, workplace diversity experts disagree about a consistent set of strategies to implement voluntary diversity training programs (Fujimoto & Härtel, 2017), which can adversely affect an organization's efficiency and productivity for alleviating unconscious gender bias in selecting women to management (Burns et al., 2017; Robertson & Byrne, 2016). The implementation followed the qualitative three-round classical Delphi design with three iterative rounds of online data collection and analysis to identify consensus among the panel.

The current study results revealed eight categories comprised of 16 forward-looking strategies to implement voluntary diversity programs to alleviate unconscious gender bias in the selection of women to management positions. The categories are: (a) strategies that help align goal orientation with voluntary diversity training, (b) strategies that help employees build cognitive interest in voluntary diversity training, (c) strategies that help engage job involvement with voluntary diversity training, (d) strategies that help employees gain career insight from participating in voluntary diversity training, (e) strategies that help employees build career identity with voluntary diversity training, (f)

strategies that help demonstrate the benefit of voluntary diversity training, (g) strategies

for the corporate stance on voluntary diversity training, and (h) supporting secondaries

for implementing voluntary diversity training.

In Chapter 5, I begin with an interpretation of the study findings and comparisons

to the peer-reviewed literature discussed in Chapter 2. The chapter also covers the

limitations of the study. I close with recommendations for future research, implications

for positive social change, and a final conclusion.

Interpretation of Findings

The organization of the following subsections aligns with the eight categories of

strategies that comprise the findings of the current study. The literature provided the basis

for these interpretations. The discussion also addresses where the findings converge with

or diverge from the literature.

Goal Orientation

Strategic concepts that support goal orientation was one of the constructs that

connect to perceive organizational support essential for employees to believe the culture

supports the organizational goals (Sutha et al., 2016). Strategic item 23 is a

recommendation to set up a program to ensure corporate messages are not in conflict or

competition with organizational diversity and inclusion goals, messages, mission, and

values. Dover et al. (2016) found subtle wording differences can influence the view of

employees and interviewers regarding the threat of discrimination within an organization.

A topic that shares similar intent with alignment of diversity goals, messages, mission to

corporate messaging is authentic leadership. The meaning is that if leaders are

authentically supporting diversity and diversity programs the consistency between

messaging will more easily align. Prior findings support the necessity of honest or

authentic leadership for achieving success with diversity programs success (Gilbert &

Ivancevich, 2000; Wilton et al., 2020). Ensuring that corporate messaging is not in

conflict with diversity and inclusion goals may present a difficult challenge for corporate

leaders who may assume their norms are already inclusive (Gainsburg & Sekaquaptewa,

2020; Paluck, 2009). Carnes et al. (2019) identified that having leaders emphasize

personal autonomy of their views on diversity and for employees is a desirable aspect for

integrating voluntary participation into the corporate culture and messaging.

To determine the effectiveness of the diversity programs, there should be metrics

to assess the shift of strategic changes. Strategic item 25 was to set up regular

measurements of diversity metrics for adjusting diversity programs to align with

corporate diversity goals, providing the data transparently to all employees. Transparency

of the intention and results of diversity programs was listed as a necessity from Dobbin

and Kalev (2016). Prior efforts from organizational leaders to force diversity metrics to

fit predetermined patterns has resulted in backlash (Lombardo & Mergaert, 2013; Rubery

& Hebson, 2018). However, providing the transparency of current state and activities is a

different approach from forced modeling as it also aligns with the concept of authentic

leadership (Gilbert & Ivancevich, 2000; Wilton et al., 2020).

Researchers who presented challenges to the assumptions that organizational

leadership aligns with the diversity efforts or that diversity efforts are necessary, raise

questions regarding whether diversity has any direct effect on corporate performance

(Alvesson & Einola, 2019; E. S. Ng & Sears, 2020). The challenges these researchers

raised on diversity efforts include questioning the business importance of diversity and

then aligning the efforts of human resource departments may be challenging and overly

optimistic. However, the workplace diversity experts who comprised the panel in my

study faced these challenges and indicated providing the diversity metrics to adjust

diversity programs transparently with all employees and aligning corporate messaging to

diversity goals are feasible with little or no cost to corporations.

The specific method for connecting senior leadership efforts and the human

resources capabilities to enable alignment of goal orientation with voluntary diversity

training is to provide diversity metrics. Within the scope of human resources and senior

leadership, transparency of diversity metrics across intersectionality is an increasing

recommendation from organizational researchers as a method for a more equitable

workplace (Dandar & Lautenberger, 2021; Silver, 2019). As equitable workplaces are

more than just salary but positions within the company, the use of transparency in

diversity metrics aligns with improving the gender equality of leadership positions.

Cognitive Interest

Cognitive interest in diversity training may be an essential component for

voluntary diversity training due to cognitive interest is the construct that represents the

passion one has for learning for the sake of gaining knowledge alone (Sutha et al., 2016).

Strategic item 32 is to set up a program for internal corporate communications from

senior leadership stating the specific importance of diversity and inclusion to the success

and values of the organization. Organizational leaders showing passion for diversity

initiatives are tangible methods that employees can reference as role models of learning.

Building interest from employees to participate in voluntary diversity training will be

easier if the corporate communications of senior leaders emphasize the importance of

diversity and inclusion to the organization's success and values. An example of a

technique that could support internal corporate communications from senior leadership is

to use of electronic media an efficient option for reaching all organization levels.

Corporate leaders embracing diversity and inclusion may be a competitive

business advantage (Slater et al., 2008), and could be necessary for building cognitive

interest in voluntary diversity training. In a similar study, there was no direct profitability

relationship found, and in some cases, negative corporate results from gender diversity on

corporate boards (Filbeck et al., 2017). However, Slater et al. (2008) and Filbeck et al.

(2017) indicated that the workforce of 2050 will be highly diverse. The current

projections that gender equality will take another 40 years to around the year 2090

(Anderson, 2016) means organizational leaders failing to embrace diversity and inclusion

are at operational risk of not finding the best talent. Corporate leaders seeking to support

the long-term survivability of their organizations may need to implement internal

corporate communications stating the specific importance of diversity and inclusion to

the organization in preparation for 2050 demographics.

Providing voluntary diversity programs as alternatives to direct training is a

method to address sharing similar information in a unconfrontational environment.

Strategic item 34 is to set up programs to provide diversity awareness campaigns. Details

for implementation would be to provide the traditional awareness of different people

groups along with transparency of organizational diversity metrics as a connection to implementing the strategic item 25. Diversity awareness campaigns are a type of diversity training that can be either mandatory or voluntary and risk the backlash effect (Bezrukova et al., 2012; Kulik et al., 2007; Wiggins-Romesburg & Githens, 2018). The findings of the current study may indicate that offering voluntary diversity awareness campaigns may provide the cognitive curiosity to participate in other voluntary diversity training events.

Job Involvement

The construct of job involvement is difficult for diversity training but developing new skills for interacting with peers can be a source of motivation for attending voluntary training with the goal to perform their work better (Sutha et al., 2016). Strategy number 39 is to setup programs that enable diversity champions to model the desired behaviors. The generalized identification of diversity champions is as change agents that connect human resources efforts to change the culture of their coworkers (Cary et al., 2020; Jaiswal & Dyaram, 2019; Pellecchia, 2019). The Hammer and Bennett intercultural development inventory (Hammer et al., 2003; Paige et al., 2003) includes a list of stages of increasing intercultural integration and viewing diversity champions as the culture standard for everyone aligns with the later stages of ethnorelativism.

Increasing in the stages of ethnorelativism may increase job satisfaction with the work environment, which is associated with lower turnover intentions (B. S. Kim et al., 2019) and a positive association with social and task inclusion for job involvement and group identity (Fernández-Salinero et al., 2020; Miller & Manata, 2020). Ng and Sears

(2020) also indicated a problem with too great a focus on diversity champions in organizations and that the managers of staff and human resources must also be the diversity champions as a norm of the organizational culture.

Career Insight

Career insight is the construct that employees can see their career advancement and, regarding voluntary training, how participation may ease or enable that career path (Sutha et al., 2016). Strategy number 45 is to establish programs such as employee resource groups or diversity committees that enable regular direct communication of employees with organizational leaders. Career insight may increase with regular and direct communications from senior leadership through employee resource groups or diversity committees concerning how employees may gain career insight through voluntary diversity training. Employee resource groups are also known as affinity groups, business resource groups, and employee networks (Welbourne & McLaughlin, 2013). Employee resource groups and the other variations that serve a similar purpose are methods of helping employees build career insight by engaging with people within a comfort zone to gain awareness of how others like themselves handle career challenges as mentors and sponsors (W. M. Green, 2018; Nishii et al., 2018; Welbourne & McLaughlin, 2013).

Employee resource groups have evolved from affinity groups of only similar people to employee networks that encourage allies from across the organization (Welbourne & McLaughlin, 2013). However, these types of programs also have the potential of not reaching the employees outside of the group designations due to the same

unconscious bias backlash that reinforces the resistance to accepting change (Radman, 2017; Wiggins-Romesburg & Githens, 2018). Employee resource groups as a method may be counterproductive to overcoming overt backlash from those who feel threatened by change (Flood et al., 2020). The indication is the same with all holistic diversity programs is that relying on one program is counterproductive (Dobbin & Kalev, 2016), but employee resource groups as a facilitating tool to connect senior leadership to diverse employees may be a helpful strategy.

Career Identity

Career identity is the degree that people feel connected to their career within their organization and is the level of support people will commit to embracing organizational changes (Lysova et al., 2015; Sutha et al., 2016). Strategy 49 is to hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking. An example of identifying executives who demonstrate their commitment to diversity could be by implementing Strategy number 51 of providing employees with the diversity metrics separated by organizational tiers.

Executives who are actively involved in organizational changes have a much greater probability of succeeding and enabling trust necessary for career identity (Anning-Dorson et al., 2017; Narikae et al., 2017; Yue et al., 2019). Commitment to increasing diversity from executives is the enabler for multiple diversity programs to succeed (Buttner & Tullar, 2018; E. S. W. Ng & Wyrick, 2011). Using organizational diversity metrics can be a valuable tool for demonstrating senior leadership's commitment to diversity and for helping people understand their belonging in the organization for

commitment to making positive change (Zheng et al., 2020). Specific to voluntary diversity training, corporate leaders disclosing to employees the diversity metrics may provide the reasons for people to be interested to learn more about the cultures of their peers as building cross-group friendships and the belief in an unbiassed world leads to more effective training experiences (Ragins & Ehrhardt, 2020).

Demonstrating the Benefits

Demonstrating the benefits of participating in voluntary diversity training is the construct that employees perceive the activity would improve their job performance and career advancement (Sutha et al., 2016). Strategy number 53 is to set up a program to provide employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and organizational profitability. A popular diversity research theme is to provide the business case for diversity to inform organizational leaders of the benefits (Slater et al., 2008; Welbourne & McLaughlin, 2013). Moving the burden to the executives to provide the business value to the employees would be a shift of corporate strategy.

Strategy number 54 is to set up a program to provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training. One of the business cases for voluntary diversity training is the potential for the ripple effect where interactions with peers who demonstrate their support encourages others to participate (Fujimoto & Härtel, 2017; Murrar et al., 2020). An alternative view is that diversity is not about the business case but the moral case (Carrillo Arciniega, 2020). Research related

would be corporate social responsibility, diversity, and disclosure (Issa & Fang, 2019; Riyadh et al., 2019) as the ideas relate to the moral and ethical aspect (Carrillo Arciniega, 2020; Jizi et al., 2014).

Strategy number 55 is to set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels. Leaders may make poor decisions due to a lack of relevant ethical awareness, business awareness, or decision-making skills, and providing the trends of scholar and practitioner findings could help prevent adverse decisions (Falletta & Combs, 2020; Latta et al., 2020). Organizational leaders may inappropriately excuse biased behaviors in promotions and pay increases when their actions align with corporate messaging but do not align with corporate diversity goals (Castilla & Benard, 2010). Diversity messages should be aspirational, emphasize personal autonomy, and use multicultural framing with broad definitions of diversity (Carnes et al., 2019).

Corporate Stance

Two strategies regarding the corporate stance on voluntary diversity training developed during the current study. Strategy number 58 is to mandate diversity training for all leadership roles. The strategy of mandating training is a common approach among corporate leaders and some researchers (Cocchiara et al., 2010). Other researchers recommended shifting to voluntary diversity training because forcing acceptance of data that contradicts implicit biases causes a reinforcement of those same unconscious biases (Bezrukova et al., 2012; Chiao, 2011; Madera, 2018; Noon, 2017). People in leadership roles are the most important for shifting to a culture of inclusive behaviors, and leaders

volunteering to participate would have meaningful culture change toward inclusive behaviors (Bezrukova et al., 2016; Byyny, 2017; Murray, 2016; Sutha et al., 2016).

Strategy number 59 is to mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees. A shift from traditional corporate policy training as a form of diversity training (Anand & Winters, 2008) would be specifically training the managers on how to identify and address breaches in behavior according to corporate leadership expectations. A problem with typical diversity training approaches is the focus of success is based on the results of individuals instead of the results of diversity increases across a company (Lindsey et al., 2015; Vinkenburg, 2017). Shifting the strategic focus of management to identify the patterns of bias and discrimination could better enable the culture within a corporation to increase in receptiveness to voluntary diversity training.

Supporting Secondary Strategies

Three supporting secondary strategies for implementing voluntary diversity training emerged in the current study that if implemented may have value in supporting the implementation of voluntary diversity training programs. Strategy number 62 is to set up programs that enable Human Resources departments to collaborate with other corporate diversity roles and programs. Corporate leaders might have multiple types of diversity efforts and external programs to a department of human resources. Corporate leaders can help human resource departments to collaborate with other corporate diversity roles and programs. The strategy of collaborating teams with the human resources department is conceptually part of inclusion (Rohwerder, 2017; Sax et al.,

2017). Current research indicated that inclusion across departments may be problematic even with senior leadership support but worth repeated efforts (Bernstein et al., 2020; Utoft, 2020). By finding methods to collaborate diversity efforts between human resources and other teams within corporations, workplace diversity practitioners may help develop a more inclusive and equitable culture.

Strategy number 64 is to set up a program to ensure all training programs have an assumption of diverse people. Bias in words used in the corporate environments have a measurable effect on the diversity within corporations (Born et al., 2018; Diehl & Dzubinski, 2016; Dresden et al., 2018; Garg et al., 2018; Hurst et al., 2016) and the designing materials for training programs that reflect diversity among the audience could help resolve the bias in the training environment. The trend of corporate leaders attempting to reduce bias in training material (J. Jones et al., 2020) aligns with the strategy of considering the learners' diversity to make corporate culture changes.

Strategy number 65 is to set corporate policies that establish consequences for anti-diversity behaviors. There are at least two alternative views for setting consequences for anti-diversity behaviors, the first is organizational fit from the 1980s and the other is microaggressive behaviors. The remnants of the 1980s meaning of inclusivity being to change people to fit into the organizational culture may be an undesirable interpretation for workplace practitioners with increased awareness of diversity (Aycan et al., 1999; Dali, 2018; Marvasti & McKinney, 2011).

Another possible understanding of establishing consequences for anti-diversity behaviors is to address microaggressions directly instead of tolerating those behaviors.

Microaggressions are the tolerated demeaning behaviors that marginalize people's backgrounds and experience not part of the majority group (Basford et al., 2014; Galupo & Resnick, 2016; Sue et al., 2009). Microaggressions are subtle and may not be intentional but rather indicative of the systematic discrimination within cultures that may be difficult to determine the framework for punishments (Dalton & Villagran, 2018). Researchers indicated that the path for resolving microaggressions is increased empowerment for victims to defend themselves with increasing the awareness of others, (Basford et al., 2014; Dalton & Villagran, 2018; Galupo & Resnick, 2016; Sue et al., 2009). Finding techniques for aggressors to participate in voluntary diversity training could be one method to increase understanding of the problem of microaggression behaviors.

Limitations of the Study

The criteria for selecting panelists may have unintentionally excluded individuals who might have participated. The panelists' bias may have been a factor in the results, and a panel with a different set of experts may have led to identification and agreement on different strategies. The initial low participation rate and participant attrition due to extended time needed to complete data collection may have affected the resulting list of strategies. The projected period for data collection in the current study was no more than 4 months but extended to 8 months due to the above problems. Extended timeframes are known to have high attrition in Delphi studies (Avella, 2016; Fletcher & Marchildon, 2014).

Recruiting through LinkedIn presented challenges because the platform's most efficient tools are cost prohibitive, and even when using them, the initial invitation is a single chance opportunity. Some potential panelists who responded to the LinkedIn invitation with a decline to participate indicated that it was due to uncertainty about their qualifications. Some stated they would like more information to participate, but due to the design of the LinkedIn tool it I was unable to answer their questions. Using LinkedIn as a single approach to recruitment increased the difficulty of recruitment that could have been avoided with additional methods. Professional services were an alternative option, but the cost was too prohibitive, as the criteria for participation in the current study restricted the potential pool of panelists beyond the normal pricing models.

Recommendations

Future Research

The panelists made multiple comments throughout the study that diversity training must be mandatory. The results of future phenomenological studies could expand knowledge regarding implementing voluntary diversity training based on the lived experiences of the practitioners who have implemented mandatory diversity programs and those who implemented voluntary diversity programs. The results may provide essential information for helping the shift to voluntary diversity training.

The repeating strategy of using diversity metrics could inform and guide organizational leaders on shifting corporate diversity and inclusion strategies. Future studies that have a focus on the results of implementing the strategies identified in the current study could inform workplace diversity practitioners on the viability of these

strategies. The results of case studies about the implementation of voluntary diversity training programs may provide additional understanding of the transition points and effects within organizations. Longitudinal studies with focus on implementing the strategies could provide information on the long-term effects of changes to diversity metrics within corporations.

An additional aspect of the use of diversity metrics within an organization is to determine how to collect the data and what data to collect. Corporate human resource systems may lack sufficient tooling to provide the data and corporations may need a standardized solution for diversity metrics across industries to have value. Possible concerns for collecting deep data could include violations of privacy and unintentionally enable discrimination. Workplace diversity experts may need to conduct feasibility studies to determine the operational viability of collecting and reporting diversity metrics safely. Case studies on multiple organizations where leaders conducted feasibility studies to collect and report diversity metrics may help to determine best practices across industries.

I used the conceptual model from Sutha et al., (2016) as the framing in the current study to interpret the data. The results of a future study combining the strategies developed during the current study along with the specific surveys associated with Sutha et al.'s constructs in correlational or case studies could provide deeper understanding of the application of their model. Understanding how these strategies change an organization's culture could provide valuable case studies for improving the constructs of voluntary diversity training in corporate environments (Carr et al., 2017; Nalty, 2017).

Methodological Enhancements

A methodological enhancement is to use the strategies that emerged from Round 1 of the current study in a modified Delphi study with a different population source. During the recruitment stage using the LinkedIn invitation service, several declined with the reason in their LinkedIn response that the study criteria excluded them due to their lack of human resources career path, human resources degree, or human resources related certification. The corporate platform for diversity and inclusion is larger than human resources departments. Starting a modified Delphi study with the list from Round 1 would provide an opportunity to understand how groups outside of human resources view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. As the potential panelists who declined in the LinkedIn response generally stated they met two of the three criteria, a modified Delphi would open the study to a broader target population and perhaps lead to different results.

<p align="center">Implications</p>

Positive Social Change

The findings have several positive social change implications. One of the current problems with diversity training processes is that evaluations of progress occur the individual level when the goal should be increased diversity (Adamson et al., 2016). The forward-looking strategies that emerged from the current study may provide a path to change the focus. Positive experiences for diversity interactions are when people interact with people different from themselves and have shared accomplishments or friendship

experiences that create new unconscious biases for different population groups (Haig,

2016). Creating opportunities for positive experiences is a shift of focus from mandatory

diveristy training that creates at least an unconscious confrontational mental state.

These strategies may provide a method for workplace diversity practitioners to lead

culture change of shifting the purpose of diversity training from individuals to shared

corporate positive experiences.

 If implemented, the findings of the current study may help at the organizational

level by increasing women's promotion rate to leadership positions. Adoption of the

strategies may help change the culture within organizations to support voluntary diversity

training and reduce the resistance. Supportive cultures within corporations may help

reduce the resistance of workplace diversity practitioners to voluntary diversity training.

The strategies revealed by the current study may help workplace diversity practitioners

encourage internal corporate pressure for a culture supporting diversity acceptance that

has significant positive results for increasing equality of women to leadership roles (Cook

& Glass, 2015; Motel, 2016).

Implications for Theory

 The resutls of the current study could influence the interpretation and application

of current theories or inform the creation of new theories pertinent to decreasing

unconscious leader gender bias with organizational leaders to increase the percentage of

women in leadership positions. According to the conceputual framework based on Sutha

et al.'s (2016) model of employees' intention to participate in non-mandatory training,

several organizational culture constructs can positively influence the participation rates of

employees in non-mandatory training. The results of the current study reduced the gap in the scholararly literature for specific strategies corporate leaders could implement to change culture constructs that could positively influence the participation rates of voluntary diversity training programs.

The findings of the current study also have implications for the research on unconscious gender bias. Skov (2020) provided evidence that in the area of unconscious gender bias in academia there is a lack of emprirical evidence and any form of bias is too easily used to mean the same of unconscious bias. For the current study, three elements formed the framing of unconscious bias. The first element was Dobbin and Kalev's (2016) study that covered 30 years of corporate emperical data showing a measurable result of lower rates of women in leadership for training that works against unconscious biases. The second element was Feloni's (2016) report regarding a Google study on implicit bias indicating that subtle preferences based on feelings about people has systemic effects on promotion decisions against women. The third element was Radman's (2017) book that explained how personal experiences create an interaction between the unoconscious biases and the conscious mind.

Corporate leaders have influence on the culture of their organizations and the conscious experiences they perpetuate within the organization can influence the unconscious minds of people to broader acceptance or reinforce the existing biases. The evidence from Dobbin and Kalev (2016) indicated mandatory diversity programs reinforce discriminatory biases while voluntary diversity programs increase diversity acceptance. The strategies identified in the current study may help build emperical

evidence that would increase understanding of unconscious gender bias and voluntary diversity training programs.

Implications for Practice

Workplace diversity practitioners use diversity training to increase diversity and diversity acceptance within organizations (Tychonievich & Cohoon, 2020). As voluntary diversity training is an established method to accomplish increases in diversity for leadership roles within organizations (Alhejji et al., 2016; Bezrukova et al., 2016; Correll, 2017; Dobbin & Kalev, 2018; Fujimoto & Härtel, 2017), workplace diversity practitioners implementing the strategies of the current study may help increase diversity in leadership. Budgets also limit workplace diversity practitioners with strict expectations for return on investments (Shi et al., 2018) that could be resolved by implementing feasible strategies to minimize costs of implementing voluntary diversity training programs.

Implementation of the strategies resulting from the current study by workplace diversity practitioners may decrease the unintended effects of increasing gender leadership bias from mandatory diversity training (Dobbin & Kalev, 2016; Gegenfurtner et al., 2016). Workplace diversity practitioners have the unique position within corporate structures to work across organizational communication lines to guide department leaders in encouraging voluntary diversity training (Leon, 2014; Ross, 2008). The strategies reaveled by the current study include action items to enable cross-department communications focusing on diversity engagement, leading to more inclusive cultures within corporations.

Conclusions

The general management problem was many workplace diversity practitioners implemented mandatory diversity training programs in large U.S. corporations despite the known adverse effect of increasing unconscious gender bias of promotion selection (Kelly & Smith, 2014; Weissbourd, 2015). The specific management problem was workplace diversity experts disagree about a consistent set of strategies to implement voluntary diversity training programs (Fujimoto & Härtel, 2017), which adversely affects their efficiency and productivity for alleviating unconscious gender bias in the selection of women to management positions (Burns et al., 2017; Robertson & Byrne, 2016). The purpose of this classical Delphi study was to understand how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in selecting women to management positions.

The findings of the current study revealed consensus on eight categories comprised of 16 forward-looking strategies panelists viewed as having the highest desirability and feasibility to implement voluntary diversity training programs to alleviate unconscious gender bias in selecting women to management positions. The strategies to implement voluntary diversity training require corporate leaders to make culture changes to embrace diversity and inclusion clearly and actively with a genuine curiosity about apparent differences. Implementing one or more of the 16 strategies may help reduce the effects of unconscious gender leadership bias and increase women's selection to leadership roles.

The findings of the current study can effect positive social change for workplace diversity practitioners seeking to reduce the effects of unconscious gender leadership bias. Workplace diversity practitioners implementing the forward-looking strategies identified in the current study and creating action plans could result in women in corporate environments experiencing increases in opportunities for selection to leadership roles. Increasing women's opportunities in leadership positions may reduce systematic sexism and, by increasing women's presence in leadership roles, reduce unconscious leadership gender bias. Adopting the strategies identified in the current study may substantially affect organizational policies and practices, enabling a culture of curiosity and appreciation about differences to enjoy the benefits of the diversity of thought in solving corporate challenges.

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Appendix A: Round 1 Questionnaire

Dear Research Panelist,

Thank you for agreeing to participate in the study of "Strategies for diversity training programs to alleviate management selection gender bias: A qualitative classical Delphi study" as a research panelist. Your estimated time for this questionnaire is 30-45 minutes, depending on the amount of detail you provide. This questionnaire is comprised of four sections. In the first section, you will be asked to self-validate that you meet the selection criteria for the study. The second section includes five open-ended questions. The third includes 10 demographic questions. The last section includes a place for you to provide your email address so that I may invite you to participate in Round 2.

Please complete this questionnaire by [insert date]. The invitation for the second round will be sent by approximately [insert date range]. At the end of the questionnaire, please provide your email address where requested in order to be invited to participate in the subsequent round.

Self-validation of Sampling Criteria

To meet the definitions of expert for the purpose of this Delphi study, the panelist should meet qualifications that workplace diversity experts supporting large corporations in the United States would respect as legitimate to make recommendations regarding diversity training strategies. The basis for panel composition derives from the criteria of senior-level certification from the Society for Human Resource Management:

(a) current knowledge of strategic directions of diversity programs in large corporations based in the United States;

(b) possess at least 5 years of experience supporting diversity strategies whether as an organizational employee or a consultant;

(c) possess either a graduate degree related to human resources or an industry-recognized certification in the field of human resources.

I verify that meet the above criteria for participation in this study: (please select one)

Yes

No

Open-ended Questions

The purpose of this study is to explore how a panel of workplace diversity experts view the desirability and feasibility of forward-looking strategies for implementing voluntary diversity training programs to alleviate unconscious gender bias in the selection of women to management positions. Research has correlated a decrease of women in management positions with mandatory diversity training, and mandatory diversity training is the most common diversity improvement method in Fortune 1000 corporations. Workplace diversity experts disagree on strategies for implementing voluntary diversity training, and there is a gap in existing research regarding future-oriented strategies to implement voluntary diversity training programs. Workplace diversity experts disagreeing about a consistent set of strategies to implement voluntary diversity training programs adversely affects their efficiency and productivity for alleviating unconscious gender bias in the selection of women to management positions.

Please answer the following five open-ended questions to the best of your ability using your experience as a workplace diversity expert. Responses from all panelists will be analyzed and used to determine strategies to be rated for desirability and feasibility in the Round 2 questionnaire.

1.   What strategies should be used within an organization to increase internal workforce interest in voluntary diversity training programs?

2.   What strategies should be used within an organization to modify corporate policies to increase support of voluntary diversity training programs?

3.   What strategies should be used within an organization to facilitate corporate funding for increasing voluntary diversity training programs?

4.   What strategies should be used within an organization to modify other corporate programs to support voluntary diversity training programs?

5.   What additional thoughts do you have regarding any other aspects of implementing voluntary diversity training programs in organizations?

Demographic Questions

The next section contains 10 demographic questions. Demographic information will be used to understand the composition and expertise of the panelists. All demographic information will be reported in aggregate and will not be connected to your answers or email addresses during any part of the analysis or the study report. If you decline to answer a question, please leave it blank.

1.   What is the highest level of school you have completed or the highest degree you have received? (select one)

a. High school degree or equivalent (e.g., GED)

b. Some college but no degree

c. Associate degree

d. Bachelor's degree

e. Master's degree

f. Professional or doctoral degree (e.g., MD, JD, PhD, DBA)

2. What is your highest industry-recognized certification related to human resources? (leave blank if none)

3. How many years of experience do you have guiding strategic direction for diversity programs? (select one)

a. 5-9 years

b. 10-14 years

c. 15-19 years

d. 20 years or more

4. What is your current position title?

5. How many years in the current position or an equivalent role? (select one)

a. Less than 5 years

b. 5-9 years

c. 10-14 years

d. 15-19 years

e. 20 years or more

6. Which of the following best describes the primary industry of your organization? (select one)

a. Advertising & Marketing

b. Agriculture

c. Airlines & Aerospace (including Defense)

d. Automotive

e. Business Support & Logistics

f. Construction, Machinery, and Homes

g. Education

h. Entertainment & Leisure

i. Finance & Financial Services

j. Food & Beverages

k. Government

l. Healthcare & Pharmaceuticals

m. Insurance

n. Manufacturing

o. Nonprofit

p. Retail & Consumer Durables

q. Real Estate

r. Telecommunications, Technology, Internet & Electronics

s. Transportation & Delivery

t. Utilities, Energy, and Extraction

7. Which U.S. geographic region is your current employer's headquarters located?

 a. New England

 b. Middle Atlantic

 c. East North Central

 d. West North Central

 e. South Atlantic

 f. East South Central

 g. West South Central

 h. Mountain

 i. Pacific

8. Roughly how many full-time employees currently work for your organization?

 a. 1-10

 b. 11-50

 c. 51-200

 d. 201-500

 e. 501-1,000

 f. 1,001-5,000

 g. 5,001-10,000

 h. 10,000+

9. What is your gender identity?

10.   What is your age group? (select one)

    a. 18 to 24

    b. 25 to 34

    c. 35 to 44

    d. 45 to 54

    e. 55 to 64

    f. 65 to 74

    g. 75 or older

Please provide your email address here to receive the Round 2 invitation:

Appendix B: Round 2 Survey Instrument

Welcome to Round 2 Research Survey for strategies for diversity training programs to alleviate management selection gender bias.

Thank you for participating in Round 2 of the survey. The items in this survey were developed from the responses in Round 1, resulting in 10 categories of strategies consisting of 67 elements for panelists to rate in this survey round.

Using the scales provided, please rate each of the strategies for diversity training programs to alleviate management selection gender bias, twice, once for desirability and then for feasibility. Please rate each item individually with no specific consideration for the other elements in the same category.

The survey will take about 30 minutes to complete. You may leave the SurveyMonkey interface and come back to finish the survey. The final question will be a request for your email address, which will enable me to send you the invitation to the Round 3 survey.

NOTE: All email addresses will be kept confidential and will only be seen by me. No personally identifiable information will be shared with anyone, and SurveyMonkey's privacy policy also ensures data will be kept confidential and private.

Please rate the desirability and feasibility of each item using the 5-point scales provided. **Desirability** refers to the degree that an action will have a greater or lesser benefit to a corporation compared to the cost.
Feasibility refers to the degree that an action is possible within corporate settings regarding resources and sufficiency of information.
Feel free to include a rationale for selections (particularly with low ratings of 1 or 2) as comments in the block provided with each item.

Category A: Strategies that demonstrate organizational support of voluntary

Please rate the following Category A items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

1. Allocate funds for voluntary diversity training sufficient to cover every employee using HR training or professional development budgets

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

2. Review every policy annually for alignment to communicated diversity and inclusion goals, values, strategies, and free from unintended cultural biases

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

3. Ensure policies accommodate diverse workforce such as working mothers, people with disabilities, and are reviewed regularly

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

4. Establish an executive role of (or equivalent to), Chief Diversity Officer

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

5. Establish Employee Relations (Employee Engagement) group to monitor issues around psychological safety, trust, diversity, inclusion, review complaints, retention, and watch for indicators of bias

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

6. Hire organizational leaders who clearly support and state regularly that diversity training is voluntary and encouraged

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

7. Partner with non-profit groups that provide diversity events or training to help build connections of peers across industries for awareness of evolving best practices

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

8. Provide employees with narratives of internal role models across diverse demographics and narratives of engagements with diversity events

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

9. Provide transparency of corporate spending on training programs

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

10. Set up a corporate diversity committee to analyze compensation, benefits, succession plans for bias trends, diversity and inclusion goals, and retention across diversity metrics to provide recommendations for diversity programs

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

11. Create a process so that all levels of leadership can easily communicate when they will be attending a voluntary diversity training class and their experiences after

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category B: Strategies that help build the self-esteem of employees to participate in voluntary diversity training.

Please rate the following Category B items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

12. Create a process for screening diversity programs for content that may engender division or defensiveness and thus be counterproductive

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

13. Incorporate into diversity programs opportunities for sharing personal and authentic stories of how they have changed their views on diversity, inclusion, and self-awareness of bias in a safe forum

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

14. Create voluntary diversity training events that are entertaining, fun, low stress, and satisfy personal development requirements

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

15. Set up mechanisms to enable managers to encourage and reward employees participating in voluntary diversity training

Desirability   **Feasibility**

1 2 3 4 5   1 2 3 4 5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

16. Create opportunities for engagement with the local communities for diversity events

Desirability   **Feasibility**

1 2 3 4 5   1 2 3 4 5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

17. Integrate diversity awareness in corporate events such as around-the-world themes at holiday parties, include different cultural perspectives in other training classes, create opportunities for cultural awareness/celebration events

Desirability   **Feasibility**

1 2 3 4 5   1 2 3 4 5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

18. Regularly review job descriptions and pay for systemic discrimination

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

19. Set up a diverse group of employees as a diversity committee to analyze diversity in hiring trends to ensure alignment to corporate diversity and inclusion strategies

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

20. Help senior organizational leaders communicate and demonstrate to employees how the corporation's diversity efforts connect with society and ethical concerns

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category C: Strategies that help align goal orientation with voluntary diversity

Please rate the following Category C items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

21. Allow participation in voluntary diversity programs (committees, events, mentoring, programs, training) to count toward corporate performance and learning goals

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

22. Set up a point-based performance program that ties diversity metrics to leader's pay to where involvement with diversity programs is included as possible points to earn

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

23. Ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

24. Set up a governance program for senior leadership and board of directors that include diversity metrics for Key Performance Indicators on scorecards

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

25. Set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category D: Strategies that help employees build cognitive interest in voluntary diversity training.

Please rate the following Category D items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

26. Create opportunities for people to learn about diversity by connecting from different cultures and backgrounds

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

27. Create an internal diversity and inclusion certification program where diversity training is part of earning the certification

Desirability   **Feasibility**
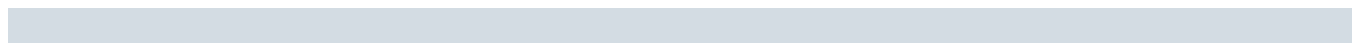
1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

28. Establish mechanisms for organizational leaders to engage in voluntary diversity events and training visibly and actively

Desirability   **Feasibility**
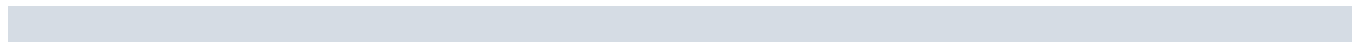
1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

29. Fund and use Employee Resource Groups (ERG) to encourage and facilitate voluntary diversity training

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

30. Fund local colleges for diversity training for community involvement and employee optional education goals

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

31. Provide employees with the current corporate and social demographics data along with the projections of future social and corporate demographics

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

32. Internal corporate communications from senior leadership should state the specific importance of diversity and inclusion to the success and values of the organization

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

33. Senior organizational leadership participate as students and teachers of voluntary diversity training and active in other diversity programs

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

34. Provide diversity awareness campaigns

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

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Category E: Strategies that help engage job involvement with voluntary diversity training.

Please rate the following Category E items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

35. Provide training to managers on how to deal with employee disparities

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

36. Create an employee diversity committee as a value-add service that communicates diversity initiates, demonstrates concern for inclusion, commitment to diversity, focus group for diversity initiatives, to provide policy change recommendations based on diversity metrics and corporate diversity goals

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

37. Establish mentoring programs that have intentional diversity interactions

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

38. Set up a mechanism for employees to refer other employees and to provide recommendations for increasing support of diversity programs

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

39. Enable diversity champions to model the desired behaviors

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

40. Set up processes or programs that enable personal and corporate donations to support social responsibility at multiple levels

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

41. Enable Employee Resource Groups (ERG) or Diversity Committees to lead and facilitate voluntary diversity training

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category F: Strategies that help employees gain career insight from participating in voluntary diversity training.

Please rate the following Category F items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

42. Encourage the board of directors to participate with voluntary diversity training events regularly

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

43. Provide employees with the participation rates of voluntary diversity training programs, and diversity metrics of hiring and promotions regularly

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

44. Ensure Employee Resource Groups, Diversity Committees, and other diversity programs leadership is led and reviewed by a diverse group of employees

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

45. Establish workgroups such as Employee Resource Groups or Diversity Committees that enable regular direct communication of employees with organizational leaders

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

46. Set up multiple types and methods for voluntary diversity training such as lunch-and-learns, bias awareness, fair versus equal awareness training, and sharing information for training external to the company

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

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Category G: Strategies that help employees build career identity with voluntary diversity training.

Please rate the following Category G items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

47. Set up a recruiting strategy across the organization to include the board of directors that supports diversity across multiple metrics (race, gender, knowledge)

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

48. Establish corporate social responsibility for corporate diversity in the employees' communities and business markets

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

49. Hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

50. Encourage senior organizational leadership to participate as students and teachers of voluntary diversity training and active in other diversity programs

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

51. Create processes to measure and report the diversity of the organization with separation of tiers (diversity of the board, diversity of the executives, diversity of the management layers)

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category H: Strategies that help demonstrate the benefit of voluntary diversity

Please rate the following Category H items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

52. Base return on investment for voluntary diversity training to diverse workforce retention statistics and make that data readily available

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

53. Communicate to employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and corporate profitability

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

□ □ □ □ □   □ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

54. Provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

□ □ □ □ □   □ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

55. Regularly provide the research of current diversity practices and business effects to provide the business case of diversity to all corporate levels

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

□ □ □ □ □   □ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category I: Strategies that establish the corporate policy of voluntary diversity

Please rate the following Category I items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

56. Instead of providing diversity training directly, integrate diversity training within all other training initiatives

Desirability   **Feasibility**

1   2   3   4   5   **1   2   3   4   5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

57. Mandate diversity training for all employees and provide additional voluntary diversity training classes with both tied to performance goals

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

58. Mandate diversity training for all persons in leadership roles

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

59. Mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

60. Make voluntary diversity training, assessments, and workshops available for all employees

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

61. Encourage voluntary diversity training for all persons in leadership roles

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Category J: Secondary supporting strategies for implementing voluntary diversity
~~training~~

Please rate the following Category J items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

62. Enable Human Resources departments to collaborate with other corporate diversity roles and programs

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

63. Set up governance of diversity programs to adjust their models and offerings based on prior results and organizational diversity goals

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

64. Ensure the design of and materials for training programs reflect the assumption of diversity among the audience composition

Desirability   **Feasibility**

1 2 3 4 5   **1 2 3 4 5**

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

65. Set corporate policies that establish consequences for anti-diversity behaviors

Desirability   **Feasibility**

1   2   3   4   5   1   2   3   4   5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

66. Partner with other local companies on diversity events and seek opportunities for cooperative grants that support diversity initiatives

Desirability   **Feasibility**

1   2   3   4   5   1   2   3   4   5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

67. Provide Corporate Social Responsibility measures on the corporate impact on corporate labor and management relations, employee and customer safety, and local community affairs

Desirability   **Feasibility**

1   2   3   4   5   1   2   3   4   5

☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment

Round 2 Survey Closure
Only persons who submit their responses to the Round 2 survey are eligible to participate in Round 3, thus I need to request your email address again in Round 2.

68. Please provide your email address to receive the invitation for Round 3.

Appendix C: Round 3 Survey Instrument

> Welcome to Round 3 Research Survey for strategies for diversity training programs to alleviate management selection gender bias.

Thank you for participating in Round 3 of the survey. In Round 2 you rated the desirability and feasibility of 67 elements reflecting potential strategies for diversity training programs to alleviate management selection gender bias across 10 categories. Analysis of these ratings resulted in 27 items with the highest ratings for both desirability and feasibility advancing to Round 3.

For Round 3, you are being asked to reconsider your ratings of these items to help identify consensus on the final list of potential strategies. As you rate the items if there are additional comments you wish to make about your rating of the item or about the topic, there is a blank section for you to provide that feedback.

Using the scales provided, please rate each of the strategies for diversity training programs to alleviate management selection gender bias twice, once for desirability and then for feasibility. Please rate each item individually with no specific consideration for the other elements in the same category.

The survey will take about 30 minutes to complete. You may leave the SurveyMonkey interface and come back to finish the survey, but due to the technology running SurveyMonkey you may need to hit "Next" so that your data is recorded. The first question of the survey will be a request for your email address in the event that consensus does not emerge, and a fourth round is necessary.

NOTE: All email addresses will be kept confidential and will only be seen by me. No personally identifiable information will be shared with anyone, and SurveyMonkey's privacy policy also ensures data will be kept confidential and private.

> Please rate the desirability and feasibility of each item using the 5-point scales provided.
> **Desirability** refers to the degree that an action will have a greater or lesser benefit to a corporation compared to the cost.
> **Feasibility** refers to the degree that an action is possible within corporate settings regarding resources and sufficiency of information.
> Feel free to include a rationale for selections (particularly with low ratings of 1 or 2) as comments in the block provided with each item.

Please provide your email address:

Category A: Strategies that demonstrate organizational support of voluntary

Please rate the following Category A items using the two scales. The scales for each item
range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S3. Ensure policies accommodate diverse workforce such as working mothers, people with disabilities, and are reviewed regularly

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S6. Hire organizational leaders who clearly support and state regularly that diversity training is voluntary and encouraged

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S7. Partner with non-profit groups that provide diversity events or training to help build connections of peers across industries for awareness of evolving best practices

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S11. Create a process so that all levels of leadership can easily communicate when they will be attending a voluntary diversity training class and their experiences after

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category B: Strategies that help build the self-esteem of employees to participate in voluntary diversity training.

Please rate the following Category B items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect. (2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect. (3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects. (4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects. (5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost. (2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost. (3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential. (4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost. (5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S12. Create a process for screening diversity programs for content that may engender division or defensiveness and thus be counterproductive

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐
Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S14. Create voluntary diversity training events that are entertaining, fun, low stress, and satisfy personal development requirements

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐   ☐   ☐ ☐ ☐ ☐   ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category C: Strategies that help align goal orientation with voluntary diversity

Please rate the following Category C items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S23. Ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values

Desirability

Feasibility

1	2	3	4	5
☐	☐	☐	☐	☐

1	2	3	4	5
☐	☐	☐	☐	☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S24. Set up a governance program for senior leadership and board of directors that include diversity metrics for Key Performance Indicators on scorecards

Desirability

Feasibility

1	2	3	4	5
☐	☐	☐	☐	☐

1	2	3	4	5
☐	☐	☐	☐	☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S25. Set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees

Desirability

Feasibility

1	2	3	4	5
☐	☐	☐	☐	☐

1	2	3	4	5
☐	☐	☐	☐	☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category D: Strategies that help employees build cognitive interest in voluntary

Please rate the following Category D items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S32. Internal corporate communications from senior leadership should state the specific importance of diversity and inclusion to the success and values of the organization

Desirability   **Feasibility**
1   2   3   4   5   1   2   3   4   5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S34. Provide diversity awareness campaigns

Desirability   **Feasibility**
1   2   3   4   5   1   2   3   4   5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category E: Strategies that help engage job involvement with voluntary diversity

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Please rate the following Category E items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S35. Provide training to managers on how to deal with employee disparities

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐
Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S39. Enable diversity champions to model the desired behaviors

Desirability   **Feasibility**
1 2 3 4 5   1 2 3 4 5
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐
Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category F: Strategies that help employees gain career insight from participating in voluntary diversity training.

Please rate the following Category F items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S45. Establish workgroups such as Employee Resource Groups or Diversity Committees that enable regular direct communication of employees with organizational leaders

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S46. Set up multiple types and methods for voluntary diversity training such as lunch-and-learns, bias awareness, fair versus equal awareness training, and sharing information for training external to the company

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category G: Strategies that help employees build career identity with voluntary

Please rate the following Category G items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect. (2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect. (3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects. (4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects. (5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost. (2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost. (3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential. (4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost. (5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S47. Set up a recruiting strategy across the organization to include the board of directors that supports diversity across multiple metrics (race, gender, knowledge)

Desirability

1 2 3 4 5

□ □ □ □ □

Feasibility

1 2 3 4 5

□ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S49. Hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking

Desirability

1 2 3 4 5

□ □ □ □ □

Feasibility

1 2 3 4 5

□ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S51. Create processes to measure and report the diversity of the organization with separation of tiers (diversity of the board, diversity of the executives, diversity of the management layers)

Desirability

1 2 3 4 5

□ □ □ □ □

Feasibility

1 2 3 4 5

□ □ □ □ □

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category H: Strategies that help demonstrate the benefit of voluntary diversity

Please rate the following Category H items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S53. Communicate to employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and corporate profitability

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐
Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S54. Provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training

Desirability   **Feasibility**
1 2 3 4 5   **1 2 3 4 5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S55. Regularly provide the research of current diversity practices and business effects to provide the business case of diversity to all corporate levels

Desirability   **Feasibility**
1 2 3 4 5   **1 2 3 4 5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category I: Strategies that establish the corporate policy of voluntary diversity

Please rate the following Category I items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	**Feasibility:**
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S56. Instead of providing diversity training directly, integrate diversity training within all other training initiatives

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐
Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S58. Mandate diversity training for all persons in leadership roles

Desirability　　　　**Feasibility**
1　2　3　4　5　　　**1　2　3　4　5**
☐　☐　☐　☐　☐　　　☐　☐　☐　☐　☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S59. Mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees

Desirability　　　　**Feasibility**
1　2　3　4　5　　　**1　2　3　4　5**
☐　☐　☐　☐　☐　　　☐　☐　☐　☐　☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Category J: Secondary supporting strategies for implementing voluntary diversity training

Please rate the following Category J items using the two scales. The scales for each item range from 1 to 5 with:

Desirability:	Feasibility:
(1) – Highly Undesirable: The proposed strategic item will have a major negative effect.	(1) – Definitely Infeasible: The proposed strategic item will have a very high time or financial cost.
(2) – Undesirable: The proposed strategic item will have a negative effect with little or no positive effect.	(2) – Probably Infeasible: The proposed strategic item will have a high time or financial cost.
(3) – Neither Desirable or Undesirable: The proposed strategic item will have equal positive and negative effects.	(3) – May or May Not be Feasible: The proposed strategic item may or may not have implementation potential.
(4) – Desirable: The proposed strategic item will have a positive effect with minimum negative effects.	(4) – Probably Feasible: The proposed item may require additional research, but indications are it will have a reasonable time or financial cost.
(5) – Highly Desirable: The proposed strategic item will have a positive effect with little or no negative effects.	(5) – Definitely Feasible: The proposed strategic item will have no or very low time or financial cost.

S62. Enable Human Resources departments to collaborate with other corporate diversity roles and programs

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S64. Ensure the design of and materials for training programs reflect the assumption of diversity among the audience composition

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

S65. Set corporate policies that establish consequences for anti-diversity behaviors

Desirability   **Feasibility**
1   2   3   4   5   **1   2   3   4   5**
☐ ☐ ☐ ☐ ☐   ☐ ☐ ☐ ☐ ☐

Use this space if you wish to provide a rationale for choosing a rating of 1 or 2, or to provide general comment.

Thank you for completing this study. If no further rounds are needed you will receive an email to the address you provided when the study is published containing a summary of the research and information on how to obtain a copy of the dissertation.

Appendix D: Strategic Elements Round 1

The following categories and strategic elements were the result of the five open-ended questions the panelists responded to for Round 1. The numbers under each category align to the item numeration only.

Category A

- Strategies that demonstrate organizational support of voluntary diversity training
  1) Allocate funds for voluntary diversity training sufficient to cover every employee using HR training or professional development budgets
  2) Set up an annual program to review every policy for alignment to communicated diversity and inclusion goals, values, and strategies
  3) Set up a program to ensure policies accommodate diverse workforce such as working mothers, people with disabilities, and are reviewed regularly for unintended cultural biases
  4) Establish an executive role of (or equivalent to), Chief Diversity Officer
  5) Establish Employee Relations (Employee Engagement) group to monitor issues around psychological safety, trust, diversity, inclusion, review complaints, retention, and watch for indicators of bias
  6) Hire organizational leaders who clearly support and state regularly that diversity training is voluntary and encouraged
  7) Set up programs to partner with non-profit groups that provide diversity events or training to help build connections of peers across industries for awareness of evolving best practices
  8) Set up programs to provide employees with narratives of internal role models across diverse demographics and engagements with diversity events
  9) Set up a program to provide transparency of corporate spending on training programs
  10) Set up a corporate diversity committee to analyze compensation, benefits, succession plans for bias trends, diversity and inclusion goals, and retention across diversity metrics to provide recommendations for diversity programs
  11) Set up a program so that all levels of leadership can easily communicate when they will be attending a voluntary diversity training class and their experiences after

Category B
- Strategies that help build self-esteem of employees to participate in voluntary diversity training.
    12) Set up policies to avoid programs that cause division and discomfort caused by defensiveness such as implicit bias training
    13) Build programs that enable personal and authentic stories of how they have changed their views on diversity, inclusion, and self-awareness of bias in a safe forum.
    14) Create voluntary diversity training events that are entertaining, fun, low stress, and used as professional development.
    15) Set up a program to enable managers to encourage and reward employees participating in voluntary diversity training
    16) Set up programs that engage with local communities for diversity events
    17) Integrate diversity awareness in corporate events such as around-the-world themes at holiday parties, include different cultural perspectives in other training classes, create opportunities for cultural awareness/celebration events.
    18) Regularly review job descriptions and pay for systemic discrimination
    19) Set up a diverse group of employees as a diversity committee to analyze diversity in hiring trends to ensure alignment to corporate diversity and inclusion strategies
    20) Set up programs that help senior organizational leaders communicate and demonstrate to employees how the corporation's diversity efforts connect with society and ethical concerns

Category C
- Strategies that help align goal orientation with voluntary diversity training
    21) Set up a program that enables all employees participating in voluntary diversity programs (committees, events, mentoring, programs, training) to count toward corporate performance and learning goals
    22) Set up a point-based performance program that ties diversity metrics to leader's pay to where involvement with diversity programs is included as possible points to earn
    23) Set up a program to ensure corporate messages are not in conflict or competition with organizational diversity and inclusion goals, messages, mission, and values
    24) Set up a governance program for senior leadership and board of directors that include diversity metrics for Key Performance Indicators on scorecards.
    25) Set up regular measurements of diversity metrics for adjusting diversity programs to align with corporate diversity goals, providing the data transparently to all employees

Category D

- Strategies that help employees build cognitive interest in voluntary diversity training
    26) Create a program that enables people to learn about diversity by connecting from different cultures and backgrounds
    27) Create an internal diversity and inclusion certification program where diversity training is part of earning the certification
    28) Establish programs for organizational leaders to visibly and actively engage in voluntary diversity events and training.
    29) Fund and Use Employee Resource Groups (ERG) to encourage and facilitate voluntary diversity training
    30) Set up a program to fund local colleges for diversity training for community involvement and employee optional education goals
    31) Provide employees with the current corporate and social demographics data along with the projections of future social and corporate demographics
    32) Set up a program for internal corporate communications from senior leadership stating the specific importance of diversity and inclusion to the success and values of the organization
    33) Set up programs for senior organizational leadership to participate as students and teachers of voluntary diversity training and active in other diversity programs
    34) Set up programs to provide diversity awareness campaigns

Category E

- Strategies that help engage job involvement with voluntary diversity training
    35) Set up training programs for managers for how to deal with employee disparities
    36) Create an employee diversity committee as a value-add service that communicates diversity initiates, demonstrates concern for inclusion, commitment to diversity, focus group for diversity initiatives, to provide policy change recommendations based on diversity metrics and corporate diversity goals
    37) Establish mentoring programs that have intentional diversity interactions
    38) Set up a program for asking employees to refer other employees and to provide recommendations for increasing support of diversity programs
    39) Set up programs that enable diversity champions to model the desired behaviors
    40) Set up diversity programs that enable personal and corporate donations to support social responsibility at multiple levels
    41) Set up programs that enable Employee Resource Groups (ERG) or Diversity Committees to lead and facilitate voluntary diversity training

Category F
- Strategies that help employees gain career insight from participating in voluntary diversity training
  42) Set up programs that enable the board of directors to participate with voluntary diversity training events regularly.
  43) Create programs to correlate participation in voluntary diversity training programs with hiring and promotion diversity metrics over time
  44) Set up a program to ensure Employee Resource Groups, Diversity Committees, and other diversity program leadership is led and reviewed by a diverse group of employees
  45) Establish programs such as Employee Resource Groups or Diversity Committees that enable regular direct communication of employees with organizational leaders
  46) Set up multiple types and methods for voluntary diversity training such as lunch-and-learns, bias awareness, fair versus equal awareness training, and sharing information for training external to the company

Category G
- Strategies that help employees build career identity with voluntary diversity training
  47) Set up a recruiting strategy across the organization to include the board of directors that supports diversity across multiple metrics (race, gender, knowledge)
  48) Establish corporate social responsibility for corporate diversity in the employees' communities and business markets
  49) Hire executives who demonstrate their commitment to gender equality, diversity programs, diversity hiring, diversity promotions, and diversity thinking
  50) Set up programs for senior organizational leadership to participate as students and teachers of voluntary diversity training and active in other diversity programs
  51) Set up programs to measure and report the diversity of the organization with separation of tiers (diversity of the board, diversity of the executives, diversity of the management layers)

Category H
- Strategies that help demonstrate the benefit of voluntary diversity training
  52) Set up a program to base return on investment for voluntary diversity training to diverse workforce retention statistics and make that data readily available
  53) Set up a program to provide employees with the business reasons of a future organizational vision that includes diversity as a progressive, competitive, diverse organization to the world and organizational profitability
  54) Set up a program to provide all employees with the link between diversity and inclusion and company business strategy, performance, corporate diversity, productivity, and participation rates in voluntary diversity training
  55) Set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels

Category I

- Strategies for the corporate stance on voluntary diversity training
    56) Do not provide diversity training directly, instead integrate within all other training
    57) Mandate diversity training for all employees and provide additional voluntary diversity training classes with both tied to performance goals
    58) Mandate diversity training for all leadership roles
    59) Mandate management training regarding the identification of diversity and inclusion problems focusing on corporate responses to supporting employees
    60) Voluntary diversity training, assessments, and workshops available for all employees
    61) Set up a program to research current diversity practices and business effects to provide the business case of diversity to all corporate levels

Category J

- Secondary supporting strategies for implementing voluntary diversity training.
    62) Set up programs that enable Human Resources departments to collaborate with other corporate diversity roles and programs
    63) Set up a program of governance of diversity programs to adjust their models and offerings based on prior results and organizational diversity goals
    64) Set up a program to ensure all training programs have an assumption of diverse people
    65) Set corporate policies that establish consequences for anti-diversity behaviors
    66) Set up programs to partner with other local companies on diversity events and seek opportunities for cooperative grants that support diversity initiatives
    67) Set up programs to provide Corporate Social Responsibility measures on the corporate impact on corporate labor and management relations, employee and customer safety, and local community affairs

Appendix E: Round 2 Results

For the details of the text of the categories and strategies see Appendix D.

	Desirability		Feasibility		
	Top two percentage	Median	Top two percentage	Median	Consensus
Category A					
Strategy 1	86.7	5.0	50.0	3.5	Not Met
Strategy 2	100.0	4.0	60.0	4.0	Not Met
Strategy 3	100.0	5.0	100.0	4.0	Met
Strategy 4	71.4	5.0	46.7	3.0	Not Met
Strategy 5	94.4	5.0	28.6	3.0	Not Met
Strategy 6	93.3	5.0	66.7	4.0	Met
Strategy 7	100.0	4.0	70.6	4.0	Met
Strategy 8	92.9	4.5	58.8	4.0	Not Met
Strategy 9	75.0	4.0	35.7	3.0	Not Met
Strategy 10	76.5	4.0	28.6	3.0	Not Met
Strategy 11	85.7	4.0	81.3	4.0	Met
Category B					
Strategy 12	91.7	5.0	86.7	4.0	Met
Strategy 13	92.3	5.0	64.3	4.0	Not Met
Strategy 14	75.0	5.0	73.3	4.0	Met
Strategy 15	92.9	4.0	35.7	3.0	Not Met
Strategy 16	100.0	5.0	60.0	4.0	Not Met
Strategy 17	91.7	4.5	53.3	4.0	Not Met
Strategy 18	84.6	5.0	57.1	4.0	Not Met
Strategy 19	78.6	4.5	46.2	3.0	Not Met
Strategy 20	100.0	5.0	53.8	4.0	Not Met
Category C					
Strategy 21	92.3	5.0	57.1	4.0	Not Met
Strategy 22	53.8	4.0	21.4	3.0	Not Met
Strategy 23	100.0	5.0	85.7	4.0	Met
Strategy 24	92.9	4.5	69.2	4.0	Met
Strategy 25	100.0	5.0	76.9	4.0	Met
Category D					
Strategy 26	100.0	5.0	64.3	4.0	Not Met
Strategy 27	83.3	4.0	40.0	3.0	Not Met
Strategy 28	100.0	5.0	64.3	4.0	Not Met
Strategy 29	92.3	5.0	46.2	3.0	Not Met
Strategy 30	81.8	4.0	21.4	3.0	Not Met
Strategy 31	84.6	4.0	38.5	3.0	Not Met
Strategy 32	100.0	5.0	83.3	4.0	Met
Strategy 33	92.3	5.0	53.8	4.0	Not Met
Strategy 34	84.6	5.0	71.4	4.0	Met
Category E					

| | Desirability | | Feasibility | | |
	Top two percentage	Median	Top two percentage	Median	Consensus
Strategy 35	91.7	5.0	92.9	4.0	Met
Strategy 36	84.6	5.0	61.5	4.0	Not Met
Strategy 37	92.3	5.0	46.2	3.0	Not Met
Strategy 38	92.3	4.0	61.5	4.0	Not Met
Strategy 39	92.3	5.0	85.7	4.0	Met
Strategy 40	91.7	5.0	60.0	4.0	Not Met
Strategy 41	69.2	4.0	64.3	4.0	Not Met
Category F					
Strategy 42	92.3	5.0	50.0	3.5	Not Met
Strategy 43	69.2	4.0	46.2	3.0	Not Met
Strategy 44	100.0	5.0	46.2	3.0	Not Met
Strategy 45	100.0	5.0	69.2	4.0	Met
Strategy 46	92.3	5.0	69.2	4.0	Met
Category G					
Strategy 47	100.0	5.0	78.6	4.0	Met
Strategy 48	83.3	4.5	64.3	4.0	Not Met
Strategy 49	100.0	5.0	76.9	4.0	Met
Strategy 50	92.3	5.0	61.5	4.0	Not Met
Strategy 51	92.3	5.0	76.9	4.0	Met
Category H					
Strategy 52	85.7	5.0	53.8	4.0	Not Met
Strategy 53	100.0	5.0	84.6	4.0	Met
Strategy 54	100.0	5.0	84.6	4.0	Met
Strategy 55	92.3	5.0	76.9	4.0	Met
Category I					
Strategy 56	78.6	5.0	71.4	4.0	Met
Strategy 57	92.9	5.0	61.5	4.0	Not Met
Strategy 58	100.0	5.0	76.9	4.0	Met
Strategy 59	100.0	5.0	69.2	4.0	Met
Strategy 60	100.0	5.0	61.5	4.0	Not Met
Strategy 61	100.0	5.0	61.5	4.0	Not Met
Category J					
Strategy 62	100.0	5.0	84.6	4.0	Met
Strategy 63	100.0	5.0	53.8	4.0	Not Met
Strategy 64	100.0	5.0	71.4	4.0	Met
Strategy 65	84.6	5.0	84.6	4.0	Met
Strategy 66	84.6	5.0	53.8	4.0	Not Met
Strategy 67	92.3	5.0	46.2	3.0	Not Met

Appendix F: Round 3 Results

For the details of the text of the categories and strategies see Appendix D.

	Desirability		Feasibility		
	Top two percentage	Median	Top two percentage	Median	Consensus
Category A					
Strategy 3	83.3	5.0	62.5	4.0	Not Met
Strategy 6	100.0	5.0	71.4	4.0	Not Met
Strategy 7	83.3	5.0	62.5	4.0	Not Met
Strategy 11	83.3	4.0	28.6	3.0	Not Met
Category B					
Strategy 12	87.5	4.5	42.9	3.0	Not Met
Strategy 14	100.0	5.0	42.9	3.0	Not Met
Category C					
Strategy 23	100.0	5.0	87.5	4.0	Met
Strategy 24	100.0	5.0	71.4	4.0	Not Met
Strategy 25	100.0	5.0	85.7	4.0	Met
Category D					
Strategy 32	100.0	5.0	87.5	4.0	Met
Strategy 34	100.0	5.0	85.7	4.0	Met
Category E					
Strategy 35	100.0	5.0	71.4	4.0	Not Met
Strategy 39	100.0	5.0	87.5	4.0	Met
Category F					
Strategy 45	85.7	5.0	75.0	4.0	Met
Strategy 46	100.0	5.0	71.4	4.0	Not Met
Category G					
Strategy 47	100.0	5.0	57.1	4.0	Not Met
Strategy 49	100.0	5.0	85.7	4.0	Met
Strategy 51	100.0	5.0	85.7	4.0	Met
Category H					
Strategy 53	100.0	5.0	85.7	4.0	Met
Strategy 54	100.0	5.0	87.5	4.0	Met
Strategy 55	100.0	5.0	75.0	4.0	Met
Category I					
Strategy 56	87.5	5.0	71.4	4.0	Not Met
Strategy 58	85.7	5.0	87.5	4.0	Met
Strategy 59	87.5	5.0	100.0	4.0	Met
Category J					
Strategy 62	100.0	5.0	87.5	4.0	Met
Strategy 64	100.0	5.0	85.7	4.0	Met
Strategy 65	100.0	5.0	85.7	4.0	Met