CHAPTER III

RESEARCH METHODLOGY

This chapter will profile the process and method developed to test the proposed hypotheses of the current study. The first section will describe the theoretical model for evaluating the impact of diversity management training initiatives on lodging managers. The development of the major constructs in the model will be discussed in the second section. This will be followed by the study's hypotheses. The fourth section will include the study's methodology.

Theoretical Model

In the current study, the proposed Diversity Management Training Effectiveness Model (Figures 3.1 and 3.1.1) represents a combination of Adams' Equity Theory Model, Cox's Interactional Model of Cultural Diversity, and Charles' Relationships of Factors Affecting the Recruitment, Retention & Promotion of Blacks Into Upper-Level Management Model. This proposed Diversity Management Training Effectiveness Model will be used to profile the involvement of employees in diversity management training initiatives and to investigate the relationship between the levels of involvement with diversity management training initiatives with regard to personal outputs. Figure 3.1 represents the entire proposed Diversity Management Training Effectiveness Model, while Figure 3.1.1 represents the variables and sub-constructs within the proposed Diversity Management Training Effectiveness Model that will be tested in the present study. The rationale for the proposed Diversity Management Training Effectiveness Model (Figure 3.1) follows.

The format and major constructs (personal inputs, organizations and personal outputs) were adopted from the 1965 Equity Theory Model by Adams, while, the 1993 Interactional Model of Cultural Diversity by Cox is adapted to profile the potential impact of diversity inputs (diversity climate) on individual career outputs. The construct diversity climate (individual and group/intergroup) will not be tested in the proposed Diversity Management Training Effectiveness Model (Figure 3.1). The diversity climate construct is a depiction of the various factors both at the individual and group/intergroup levels that are supported by literature that are thought to influence the diversity climate of an organization. However, Cox's (1993) "individual career outcomes" are used in part to

profile the personal outputs of employees. Lastly, the 1994 Proposed Relationships of Factors Affecting the Recruitment, Retention & Promotion of Blacks into Upper-Level Lodging Management Model by Charles is also adapted for the proposed Diversity Management Effectiveness Model. Charles' "factors determined by the organization," "labor law" and "perceptions of service industry" (under factors controlled by the individual) have been included in full or part.

The physical design of the proposed model was taken from Cox's 1993 IMCD in an attempt to display the theoretical influences of the diversity climate on the individual, individual career outcomes, and on the overall effectiveness of the organization. Constructs identified as “diversity climate’ (individual and group - taken from Cox, 1993), “personal inputs” (taken from Adams, Cox and Charles), “diversity climate” (organization - taken from Cox and Charles), and “personal outputs” (Adams, Cox, and Charles) are found in the three supporting models.

Major constructs sharing similar descriptions used in the present study are common in the three models. For example, the term "personal inputs" in the Adams model is comparable to Cox's "personal inputs" and Charles' "factors controlled by the individual." A similar situation occurs with the construct "organization." Adams simply labels the place of employment "organization" and does not go into details on its variables, structure or make-up. Cox's organization is profiled by the "diversity climate" construct. In turn, Charles uses "factors determined by the organization" to profile his organization. The final example of these similarities is found with the construct "personal outputs." Known in the Adams Model by an identical title, Cox uses the label "individual career outcomes" to profile similar items. Charles strays in his title and uses the label "decision" to profile his "personal outputs."

The arrows used in the proposed model (Figures 3.1 and 3.1.1) reflect theoretical relationships between the various constructs with regards to the employee (Cox, 1993).

[INSERT FIGURE 3.1]

[INSERT FIGURE 3.1.1]

Development of the Major Constructs

The proposed Diversity Management Training Effectiveness Model uses four major constructs to describe and communicate the potential impact of diversity management training programs on individuals. Diversity climate (individual and group/intergroup), personal inputs, diversity climate (organization) and personal outputs are the four constructs. The present study will address the last three constructs. The diversity climate (individual and group/intergroup) as depicted by Cox (1993) will only be used in the proposed model as a representation of the prevailing atmosphere created in the environment by individuals and group intergroups. The following description will profile the variables that will be tested in the present study.

Personal Inputs

Personal inputs are the contributions brought to an organization by the individual that entitle him or her to rewards or costs (Adams, 1965). The following variables are used in this study to define the major construct of personal inputs: age, education, gender, and seniority. Loyalty and racio-ethnic background are also used to define personal inputs. These variables and sub-constructs that were common among the three supporting models and commonly used demographic variables were selected to be tested in the proposed Diversity Management Training Effectiveness Model. Please refer to Table 3.1 for the survey questions representing the personal inputs.

Table 3.1 - Personal Inputs - Survey Questions

Personal Inputs	Survey Question Summary
Age	Year of birth
Education	Highest educational level completed
Gender	Female Male
Loyalty	1) I sometimes feel like leaving this organization for good? 2) Even if the firm were not doing too well financially, I would be reluctant to change to another employer? 3) The offer of a bit more money with another employer would not seriously make me think of changing my job?
Racio-Ethnic Background	What is your Racio-Ethnicity?
Seniority	Length of time with your present company?

Diversity Climate (Organization)

Organizational factors are different stimuli provided by the company to encourage and/or discourage certain behaviors. Within the current study, diversity management training initiatives will be the only diversity climate (organization) sub-construct tested. The sub-construct entitled "Diversity Management Training Initiatives" is adapted from a study conducted by The Conference Board's Council on Work Force Diversity, where Michael L. Wheeler is a research Associate in the Human Resources/Organizational Effectiveness Research Program. It was Wheeler's publication that listed and categorized the diversity management initiatives used in the present study (1996). This sub-construct has been divided into six categories. The Diversity Management Training Initiative categories include Communication, Education and Training, Employee Involvement, Career Development and Planning, Performance and Accountability, and Corporate Culture.

Multiple initiatives have been developed under each category using a five-point likert scale so respondents can rate the level of importance of each initiative. Respondents are also asked to indicate whether their present company offers the initiative. Please refer to Table 3.2 for a complete listing of the Diversity Management Training Initiatives used in the present study.

The variable entitled "Diversity Management Training Involvement (DMTI)" was operationalized by adding the importance rating for each initiative that the respondent indicated was offered by their company. For example, if respondent #45 indicates that "speeches on diversity" are very important and their company does offer this particular initiative, 5 points are added to this individual's composite DMTI score. If respondent #45 marks the "not offered by company" or "don't know," no points will be added to this individual's composite DMTI score. DMTI composite scores could range from 0 to 250.

Table 3.2 Diversity Management Training Initiatives (Wheeler, 1996)

Initiatives listed by categories
Communication
Speeches by the CEO/senior executives on diversity management
Video by CEO on diversity management
Teleconferencing on diversity management
Closed circuit television on diversity management
Executive forum on diversity management
Corporate vision statement on diversity management
Diversity mission statement
Diversity policy
Diversity letter/memo from CEO
Diversity brochure
Senior management behavior modeling regarding diversity management
A section in the employee handbook on diversity
Employee newspaper/periodical articles
Second language communication
Special diversity news letter/status report
New manager orientation
Education and Training
Diversity briefings for senior management
Sexual harassment training
Diversity integrated into executive education
New manager training
Diversity awareness training for managers
Incorporating diversity into other training
Cross-race/gender training teams
Employee Involvement
Diversity task forces and teams
Issue study groups
Focus groups on diversity
The creation of a diversity council
Corporate advisory committees on diversity
Business unit steering committees on diversity
Networking groups specific for minority employees

Table 3.2 Diversity Management Training Initiatives continued (Wheeler, 1996)

Career Development and Planning

Identification process for "high potential" employees
Expanded job posting up to the VP levels
Developmental assignments (lateral, rotational, special short term, & task forces)
Career path planning
Individual development plans
Executive MBA programs for minority employees
Minority internships
Self development planning
Development programs for "non-traditional" employees
English as a second language (ESOL) course
Remedial educational training programs

Performance and Accountability

Linking diversity performance to other corporate objectives
Developing diversity performance measures (quantitative and qualitative)
Defining and rewarding behaviors that reinforce diversity
Diversity performance tied to: team bonuses, individual incentive compensation, direct compensation, and other rewards and recognition

Corporate Culture

Internal diagnostic studies on the glass ceiling, equity ceiling, or culture
Employee attitude surveys containing diversity items
Diversity benchmark with other companies
Integration of diversity into total quality strategy
Establishment of a stand-alone diversity positions
Diversity responsibilities added to EEO/AA position
Flexible managerial style, not "one size fits all"
Policies/benefits to support diverse needs

Personal Outputs

Personal outputs are the positive or negative consequences that an individual receives in the course of a relationship (Adams, 1965). In the proposed study, personal outputs are defined by the following variables and sub-constructs: job/career satisfaction, job involvement, organizational identification, compensation, and opportunity. These variables and sub-constructs were selected because of their common usage in supporting

models. The Job Performance Ratings sub-construct will not be tested in the proposed Diversity Training Effectiveness Model (Figure 3.1.1).

Job/Career Satisfaction and Compensation

Job satisfaction is a positive emotion resulting from the appraisal of one's job or job experiences (Mortimer & Lorence, 1995). Because most researchers focus on overall job satisfaction, referencing evaluation of the job as a whole rather than facet-specific satisfaction relating to particular job aspects (Mortimer & Lorence, 1995), a general satisfaction scale was appropriate.

The Taylor and Bowers (1972) general satisfaction scale was used to profile respondent satisfaction based on six principal items (See Table 3.3). These items are based on satisfaction with workgroup, satisfaction with one's supervisor, satisfaction with one's job, satisfaction with the firm as a whole, satisfaction with one's pay, and satisfaction with the prospects for advancement. One item profiles each of the first five of the components and two items profile the sixth feature. The scale cited a coefficient alpha of 0.87. It was noted that group averages rather than individual responses were used to generate this coefficient (Cook, Wall and War, 1981). Respondents were asked to state their level of satisfaction or dissatisfaction using a 5 point likert scale: 1=very dissatisfied through 5=very satisfied.

Satisfaction with fellow employees as seen in question 1 of the scale relates to the satisfaction with the compatibility of co-workers. Satisfaction with supervision as seen in question 2 of the scale relates to the satisfaction with the adequacy of immediate supervision. Satisfaction with the job itself as seen in question 3 of the scale relates to the satisfaction with just that, the job itself. Satisfaction with the firm as a whole as seen in question 4 relates to the overall effectiveness of the organization as a system. Satisfaction with pay as seen in question 5 relates to the satisfaction with the economic and related rewards provided by the organization. Satisfaction with prospects for advancements as seen in questions 6 and 7 relates to the satisfaction with opportunities for professional growth provided by the organization.

Table 3. 3 General Satisfaction Scale Source: Taylor & Bowers 1972

1) All in all, how satisfied are you with the persons in your workgroup?
2) All in all, how satisfied are you with your supervisor?
3) All in all, how satisfied are you with your job?
4) All in all, how satisfied are you with your present organization, compared to most others?
5) Considering your skills and effort you put into work, how satisfied are you with your pay?
6) How satisfied do you feel with the progress you have made in this organization up to now?
7) How satisfied do you feel with your chances for getting ahead in this organization in the future?

Question 1 = satisfaction with fellow employees
Question 2 = satisfaction with supervision
Question 3 = satisfaction with the job itself
Question 4 = satisfaction with firm as a whole
Question 5 = satisfaction with pay
Questions 6 & 7 = satisfaction with prospects for advancement

Respondents are asked to state their level of satisfaction or dissatisfaction using a 5 point likert scale: 1= very dissatisfied through 5= very satisfied

Job Involvement, Organizational Identification, and Organizational Commitment

The Cook and Wall's Organizational Commitment Scale was used to profile respondents with regard to their organizational identification, involvement and loyalty (see Table 3.4). A seven-point commitment scale was used for the three interrelated items (Cook et al., 1981). Originally developed through application of a large item pool with two samples of British manufacturers, mean Organizational Commitment scores were 44.64 (s.d. 11.45) and 45.37 (s.d. 9.55) respectively, with coefficients alpha of 0.87 and 0.80, respectively (Cook, et al., 1981).

Using a seven point likert scale ranging from strongly disagree to strongly agree a high score reflects a higher level of commitment. The organizational commitment scale will be used to measure organizational identification and job involvement. Additionally the scale will provide a measure of loyalty, a personal input.

Organizational identification as seen in questions 1,5 and 8 of the scale relate to the pride in one's organization and the internationalization of the organization's goals. Organizational involvement as seen in questions 3, 6, and 9 represents an employee's willingness to invest personal effort as a member of the organization. The personal input, loyalty, is defined as the affection for and attachment to the organization and is represented by questions 2, 4, and 7.

Table 3.4 Organizational Commitment Scale Source: Cook & Wall, 1980

1) I am quite proud to be able to tell people who it is I work for
2) I sometimes feel like leaving this employment for good (R)
3) I'm not willing to put myself out just to help the organization (R)
4) Even if the firm were not doing too well financially, I would be reluctant to change to another employer
5) I feel myself to be a part of the organization
6) In my work I like to feel I am making some effort, not just for myself but for the organization as well
7) The offer of a bit more money with another employer would not seriously make me think of changing my job
8) I would not recommend a close friend to join our staff (R)
9) To know that my own work had made a contribution to the good of the organization would please me

"R" - responses to questions 1, 2, and 8 are in reverse order, therefore these items will be reverse coded for analysis.

Questions 1, 5, and 8 = organizational identification
Questions 3, 6, and 9 = organizational involvement
Questions 2, 4, and 7 = organizational loyalty

Respondents are asked to state their level of satisfaction or dissatisfaction using a 7 point likert scale: 1 = No, I strongly disagree through 7 = Yes, I strongly agree.

Hypotheses

The proposed Diversity Management Training Effectiveness Model (Figure 3.1.1) will be used to answer the study's two research questions. Specifically, hypotheses 1-6 will be used to answer the first research question, while hypotheses 7-11 will be used to answer the second research question.

Research Question # 1

Is there a relationship between involvement with diversity management training programs and employees with regard to personal inputs (age, education, gender, loyalty, racio-ethnic background, and seniority)?

Research Hypothesis 1: There is a relationship between the age of employees and diversity management training involvement (DMTI).

Statistical Technique Used: Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that no relationship between the age of employees and DMTI will be found; therefore, it is the expectation that the null hypothesis will be accepted.

Research Hypothesis 2: There is a relationship between educational level of employees and DMTI.

Statistical Technique Used: Spearman's Rank Correlation Coefficient

Expected Findings: It is anticipated that no relationship between the educational level of employees and DMTI will be found; therefore, it is the expectation that the null hypothesis will be accepted.

Research Hypothesis 3: There is a relationship between gender of employees and DMTI.

Statistical Technique Used: Two Mean T-test

Expected Findings: It is anticipated that no relationship between the gender of employees and DMTI will be found; therefore, it is the expectation that the null hypothesis will be accepted.

Research Hypothesis 4: There is a relationship between loyalty of employees and DMTI.

Statistical Technique Used: Multiple Regression and Pearson Product Correlation Coefficients

Expected Findings: It is anticipated that a relationship between loyalty of an employee and DMTI will be found; therefore, it is the expectation that the research hypothesis will be accepted.

Research Hypothesis 5: There is a relationship between racio-ethnic backgrounds of employees and DMTI.

Statistical Technique Used: Analysis of Variance (ANOVA)

Expected Findings: It is anticipated that no relationship between the racio-ethnic background of employees and DMTI will be found; therefore, it is the expectation that the null hypothesis will be accepted.

Research Hypothesis 6: There is a relationship between seniority of employees and DMTI.

Statistical Technique Used: Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that no relationship between the seniority of employees and DMTI will be found; therefore, it is the expectation that the null hypothesis will be accepted.

Research Question #2

Is there a relationship between the involvement with diversity management training involvement and employees with regard to personal outputs (job/career satisfaction, organizational identification, job involvement, opportunity and compensation)?

Research Hypothesis 7: There is a relationship between the DMTI and job/career satisfaction.

Statistical Technique Used: Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that a relationship between DMTI and employee job/career satisfaction will be found; therefore, it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Research Hypothesis 8: There is a relationship between DMTI and organizational identification of an employee.

Statistical Technique Used: Multiple Regression and Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that a relationship between DMTI and organizational identification of employees will be found; therefore, it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Research Hypothesis 9: There is a relationship between DMTI and job involvement of an employee.

Statistical Technique Used: Multiple Regression and Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that a relationship between DMTI and job involvement will be found; therefore, it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Research Hypothesis 10: There is a relationship between DMTI and compensation satisfaction of employees.

Statistical Technique Used: Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that a relationship between DMTI and compensation satisfaction of employees will be found; therefore, it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Research Hypothesis 11: There is a relationship between DMTI and opportunities given to employees.

Statistical Technique Used: Multiple Regression and Pearson Product Correlation Coefficient

Expected Findings: It is anticipated that a relationship between DMTI and opportunities given to employees will be found; therefore, it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Prediction: There is a relationship between DMTI and compensation satisfaction of employees, therefore; it is expected that the null hypothesis will be rejected in favor of the research hypothesis.

Methodology

This section will explain the sample, survey design, data collection and analysis.

Population

The population of interest for the proposed study consists of lodging managers.

Sampling Frame

The American Hotel & Motel Association (AH&MA) is a trade association representing the lodging industry in the United States. Founded in 1910, AH&MA is a federation of hotel and motel associations located in 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. AH&MA provides members with training in all phases of hotel management including communications, operations, information processing and related technology, international travel, marketing, quality assurance, research, safety and fire protection, and others. The organization also serves as the governmental affairs and public relations arm of the lodging industry.

AH&MA represents over 11,000 members. Collectively, these members represent individual hotels, motels and resorts comprising 1.4 million transient rooms or 60% of the total room inventory in the U.S. This accounts for three-quarters of the total revenue generated by the industry, which was $80 billion in 1997 (Fisher, 1998).

Membership in AH&MA is dispersed across seven categories. They are industry suppliers (allied), international members, international properties, individual affiliates, faculty, students and military. Individual affiliation is further subdivided into corporate (owners, partners, corporate financial officers, and other top-level executives), operations

managers, purchasing managers, food and beverage managers, housekeeping and engineering managers, and sales and marketing managers. The proposed study will survey those individuals with individual affiliate memberships.

Sampling Techniques

A random sample will be taken from the previously mentioned sampling frame.

Pretest

A pretest was administered to forty individuals within the hospitality industry prior to the survey's pilot test. Twenty of the individuals completing the study were members of a hospitality and tourism management program's advisory board and represented both senior and middle level managers across all fields of the hospitality and tourism industry. Included in this group were two human resources directors of major international hotels and three regional food service directors. The remaining twenty surveys were distributed to lodging managers in Central Virginia and Michigan. Both groups were selected because of their accessibility and professional backgrounds.

The pretest was designed to identify the level of importance in the diversity management training initiatives; measure the time needed to complete the survey, and check for readability. The results from the pre-test follow. The diversity management training initiatives are grouped across the six categories mentioned earlier in this chapter and ranked according to their level of perceived importance.

Communication:

Very Important: Corporate vision statement and diversity policy
Important: Speeches by the CEO/senior executives on diversity management, diversity vision statement, employee handbook, second language communication, and new manager orientation

Education and Training:

Very Important: Diversity briefings for senior management on diversity management, sexual harassment training, new manager training on diversity management and awareness training for managers
Important: Diversity integrated into executive education, main-streaming diversity into other training, and cross-race/gender training teams

Employment Involvement:

No items ranked as very important or important by the majority of the respondents.

Career Development and planning:

Very Important: Mentoring
Important: Expand job postings up to the VP level and career path planning

Performance and Accountability:

No items ranked as very important or important by the majority of the respondents.

Corporate Culture:

Very Important: Flexible managerial style, not one size fits all and policies/benefits to support diverse needs

The average completion time for each pre-test was 10 to13 minutes. While the pre-test took less that 15 minutes in all cases, most respondents commented on the length of the survey and the wording of the questions. Based on the remarks from the pre-test, the survey was shortened by approximately 30 questions. Other corrections included grammatical ones and those changing the general layout and design of the survey instrument. The pre-test accomplished its goals. The most important initiatives were identified, the completion time was known, and corrections had been made to aid in the readability of the survey instrument.

Pilot Study

In general, the pilot study is a small-scale exploratory research technique used to test a survey instrument's accuracy, to approximate the time needed to complete a single questionnaire, and to receive feedback from respondents similar to those proposed for use in the main study. Upon completing the pilot study, the necessary adjustments and corrections are made to the survey instrument.

Implementation of the First and Second Pilot Study

Approximately 20 surveys were mailed out as a part of the first pilot study. The group consisted of lodging managers, specifically general managers and owners from the sampling frame. A letter explaining the background and the intent of the study accompanied the survey. The doctoral student only signed this letter. Respondents were asked to complete the mail questionnaire and return it in a pre-paid, stamped envelope. They were also asked to critique the survey and record the amount of time needed to complete the questionnaire.

A reminder post card was mailed out ten days after the first mailing. A total of two surveys were returned; therefore, a second pilot test was implemented. The survey instrument was again closely examined. This review resulted in more corrections and layout changes.

A month later, the second pilot test consisting of 20 surveys was mailed to individuals on the AH&MA mailing list. These individuals represented food and beverage and purchasing managers. A letter explaining the background and the intent of the study again accompanied the survey. It should be noted that these letters carried the signature of both the doctoral student and the committee chairperson. Respondents were again asked to complete the mail questionnaire and return it in a pre-paid, stamped envelope. They were also asked to critique the survey and record the amount of time needed to complete the questionnaire.

A reminder post card was mailed out ten days after the first mailing. One survey was returned. Again, the survey instrument was closely examined. This review resulted in more corrections and layout changes. Non-respondents were also called to follow up and determine why they did not return the survey.

Non-respondents indicated that the survey was too labor intensive, too challenging, and too time consuming. It was also noted that it was a very difficult time of the year (late November and early December) to respond to surveys. It was suggested that January or early spring would be much more conducive to the schedules of lodging managers.

All of the comments were taken into consideration and acted upon. These comments resulted in a shorter survey (at this point the survey had gone from 6 to 4

pages, where it remained) with more white space. Unfamiliar words were removed and replaced by simpler and more familiar ones. Scales were also simplified. For example instead of writing 5= very important; 4= important; 3= neutral; 2= unimportant; and 1=very unimportant, the scale simply stated 5= very important and 1 = very unimportant. The numbers 4 through 2 were only written in, not defined. An incentive was added to encourage the return of surveys.

Survey Development and Design

Identification of the survey content was taken from several sources. These sources included development interviews, published scales, and academic findings. Edwards, Thomas, Rosenfeld, and Booth-Kewkey (1997) suggest that organizational surveys contain 80-100 items, excluding demographics, with a completion time of 30 minutes or less. In following these guidelines, the organizational survey should range from 3 to 5 pages in length.

Organizational surveys on sexual harassment and diversity management training programs have several commonalties. One such item is the sensitivity and volatility of the subject matter of the data being collected. Keeping that in mind, Culbertson & Rosenfeld (1993) suggest ten rules of thumb for conducting sexual harassment surveys. While not all of the rules are applicable to the diversity study, the following points will be implemented in the proposed organizational study: Rule 3 - include a definition on your survey, defining exactly what is being studied. This is thought to help provide clarity. Rule 5 - decide how to measure the overall rate of diversity management training programs. For example, in the present study, "diversity management" is being measured by the training initiatives. The direct query method which asks respondents directly if they are exposed to the specific program while at work or a work related activity, or during a specific time frame, or away from work, is thought to satisfy this rule (Culbertson & Rosenfeld, 1993). Please refer to Part IV questions 10 and 11 of the survey (Appendix 1) for an example of this technique.

The proposed survey instrument is divided into four parts. Part I of the questionnaire profiles the company and work environment of the lodging manager. Part

II measures the personal outputs of those being surveyed with regard to job/career satisfaction, organizational identification, job involvement, opportunity, and compensation. Please refer to Tables 3.3 and 3.4. Part III of the survey was designed to collect data on an individual's involvement in various diversity management training programs or initiatives. Communication (16 initiatives), education and training (6 initiatives), employee involvement (7 initiatives), career development and planning (11 initiatives), performance and accountability (5 initiatives), and corporate culture (8 initiatives) combine to become the variable labeled "diversity management training initiative involvement." These diversity management training initiatives were taken from Wheeler (1996). Please refer to Table 3.2. Part IV contains questions used to gather demographic and psychographic information on the respondents. (See Appendix A for the actual survey instrument.)

Data Collection

A list of individual affiliated members was rented from the AH&MA. These individuals represented operations, purchasing, food and beverage, housekeeping and maintenance, and sales and marketing managers in various lodging properties. A self-administered questionnaire was mailed to these individuals.

Data Analysis

Since the study was designed to investigate the relationships between DMTI and groups of variables and sub-constructs, the Two-Mean T-Test, Spearman's Rank Correlation, and Pearson Product Correlation Coefficients, ANOVA, and Multiple Regression were deemed most appropriate statistical techniques to address the 11 research hypotheses. Research hypotheses 1-6 pertain to research question number one, while research hypotheses 7-11 correspond with research question number two. Specifically, Hypotheses 1, 6, 7, and 10 are analyzed using Pearson Product Correlation Coefficients; Hypothesis 2 using Spearman's Rank Correlation Coefficient; Hypothesis 3 using a Two Mean T-test; Hypothesis 5 using ANOVA; and Hypotheses 4, 8, 9, and 11 using Multiple Regression. Descriptive statistics will be used to profile respondents and to gain an overall sense of the data.

In the present study, the correlation will indicate the strength of the relationship between the variables. For example, is there a relationship between involvement in diversity management training initiatives and the age of employees?

Multiple regression is a statistical technique that is used to predict the changes in a single metric dependent variable in response to changes in several metric independent variables (Hair, Anderson, Tatham, and Black, 1992). The Coefficient of determination (R^2) measures the proportion of the variance of the dependent variable that is explained by the independent or predictor variables. The coefficient can vary between 0 and 1. The higher the value of R^2 the greater the explanatory power of the regression equation, and, therefore the better the prediction of the criterion variable. The Beta coefficient (B_n) is a standardized regression coefficient that allows for a direct comparison between coefficients as to their relative explanatory power of the dependent variable (Hair, et al., 1992).

Analysis of Variance (ANOVA) is a statistical technique used to determine, on the basis of one dependent measure, whether samples are from populations with equal means. The technique requires one metric dependent variable and multiple nonmetric independent variables.

The Pearson correlation coefficient, r, will be used to measure the degree of linear relationship (how well the data clusters around a line). The value of r is always between +1 and -1. A value of r that is near + 1 or -1 indicates that the data is tightly gathered around a line and it would be relatively simple to predict one variable from the other. A positive correlation is indicated by a plus sign and is associated with an upward sloping relationship. Negative associations are indicated by a minus sign with a negative sloping relationship. These facts are taken from Black (1993).

Much like Pearson's correlation, Spearman's rank-order correlation coefficients range between -1 and+1, where -1 and +1 indicate a perfect linear relationship between the ranks of two variables (Zikmund, 1991). This technique is appropriate to measure the linear relationship between two ordinal variables. The interpretation is the same as the Pearson Correlation Coefficient.

It is appropriate to use a Two-Mean T-test when the direction of the relationship cannot be determined in advance. It is used to test a hypothesis that the mean scores on a variable are significantly different for two independent groups.

Summary

Using a combination of Adams' Equity Theory Model, Cox's Interactional Model of Cultural Diversity, and Charles' Relationships of Factors Affecting the Recruitment, Retention & Promotion of Blacks Into Upper-Level Management Model, the proposed Diversity Management Training Effectiveness Model (Figures 3.1 and 3.1.1) uses four major constructs to describe and communicate the potential impacts of diversity management training programs on individuals. These major constructs include personal inputs, diversity climate (organization), personal outputs and diversity climate (individual and group) with the latter of the major constructs not being tested. Eleven hypotheses were used to address the two research questions. Statistical techniques used in the current study included Multiple Regression, ANOVA, Pearson Product Correlation Coefficient, Spearman's Rank- Order, Two Mean T-test, and Descriptive Statistics.