



# High Stakes Human Relations

Equity, diversity, and cross- cultural competence in  
the United States military.

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# Overview

- Brief history of DEOMI
- Overview of DEOMI's activities
- Discussion of specific research projects
  - *Temporal effects of diversity faultlines and social categories in training groups*
  - *Equal Opportunity (EO) climate, cohesion, and ship performance*
  - *Latent profile analysis of EO climate measure*
  - *Development of a unit level cross-cultural competence measure*

# Brief History of the Defense Equal Opportunity Management Institute (DEOMI)

## Who we are:

- A DoD and research institute with a joint staff. As the views of society broadened, the initial Defense Race Relations Institute (DRRI) of 1971 expanded its curriculum and in 1979 became the Defense Equal Opportunity Management Institute (DEOMI) located at Patrick Air Force Base, Fl.

## Why we began: (June 1971)

- The violent and nonviolent disorders of the late 1960s convinced military leaders race relations education must be provided to every member of the armed forces.



# Brief History of the Defense Equal Opportunity Management Institute (DEOMI)

## What we do:

- Optimize Mission Readiness and capabilities by promoting human dignity through equity, diversity and cross-cultural competency education, research, and consultation world-wide. Advise the Pentagon top Personnel and Readiness officials on Diversity, Equity, and Inclusion.

## Why we're still here:

- DEOMI is still necessary because of ongoing issues that deal with race/gender, cultural insensitivities or religious accommodations.

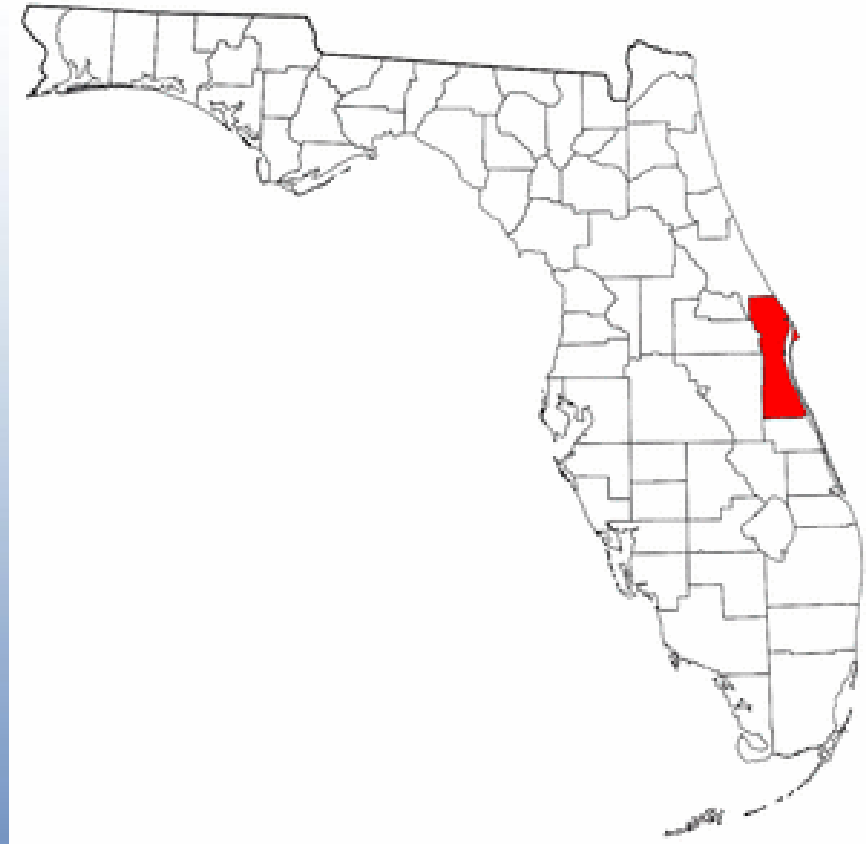
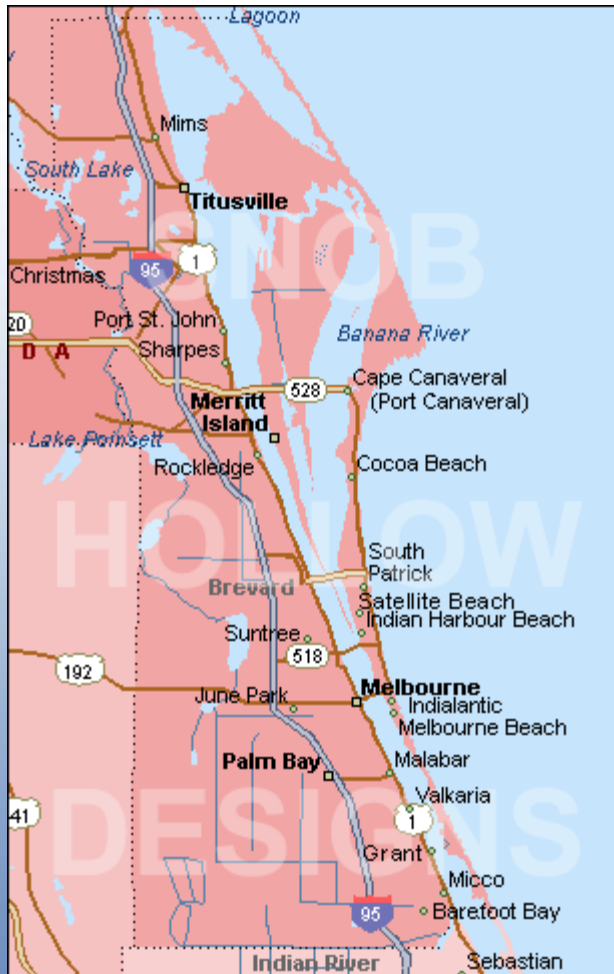


# DEOMI's Guiding Principles

- **R**espect – for the infinite dignity and worth of all individuals
- **E**xcellence – in education, training and research
- **A**wareness – of the issues, successes and strategies in human relations
- **D**iversity – an understanding that our strengths derive from our differences as well as our shared values, goals and ethics
- **I**nnovation – of processes, technology and designs to enhance our mission
- **N**ation – which we have sworn to defend and endeavor to improve
- **E**xchange – of ideas in the spirit of academic freedom and professional responsibility
- **S**elfless Service – a priority to the higher ideals of equality and fairness
- **S**upport – a commitment to quality processes for our customers and our organization



# DEOMI's Location



# DEOMI's Location



# Overview of DEOMI Training



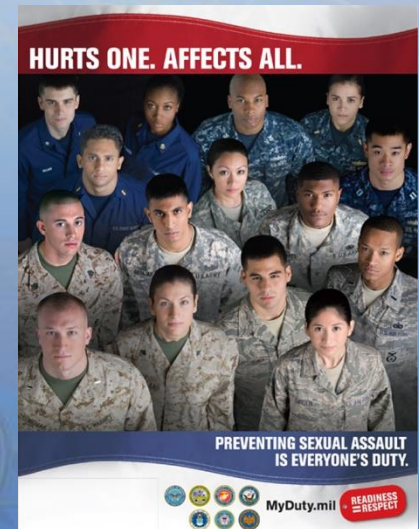
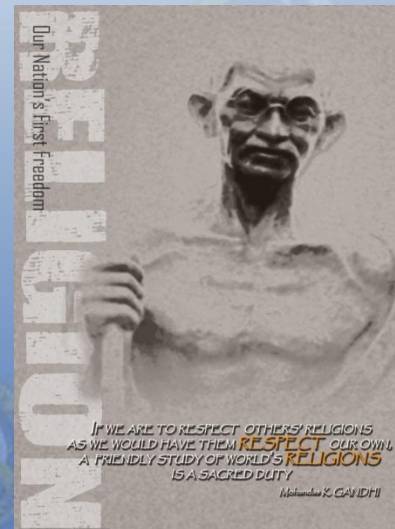
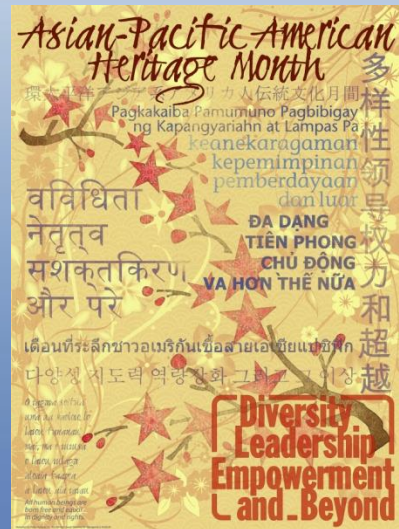
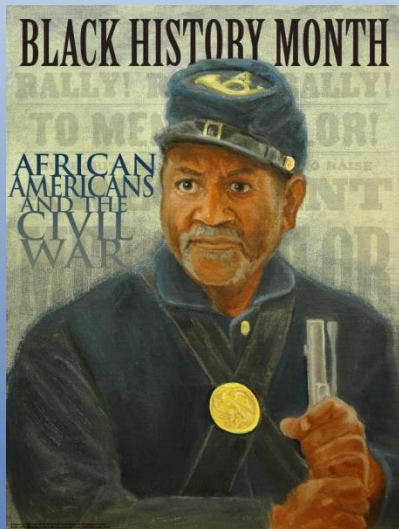


# Overview of DEOMI Training

- DEOMI provides...
  - Military training
    - Equal Opportunity Advisor Course (EOAC)
    - Equal Opportunity Advisor Reserve Component Course (EAORCC)
    - Leadership Team Awareness Seminar (LTAS)
    - Executive Seminar (ES)
    - DEOMI Diversity Course (Pilot)
    - Equal Opportunity Advisor Career Development Course (Pilot)
  - Civilian training
    - Equal Employment Opportunity Counselor Course (EEOCC)
    - Equal Employment Opportunity Specialist Course (EEOC)
    - Equal Employment Opportunity Officer Course (EEOOC)
    - Special Emphasis Program Manager Course (SEPM)
    - Mediation Certification Course (MCC)
    - EEO Basic Counselor Course and Manager Seminar

# Overview of Additional DEOMI Activities

- Climate Assessment
- Organizational Consultation
- Development and dissemination of training materials
  - [DEOMI Training Videos](#)
- Creation of job aids for EO professionals



# Overview of DEOMI Research

- DEOMI research areas
  - Ongoing Research
    - Equal Opportunity Climate
    - Training effectiveness
    - Cross-cultural competence (3C)
    - Utility of simulations in DEOMI training contexts
    - The relationship between diversity, cross-cultural competence, and equal opportunity initiatives



# Specific Research Projects

- *Equal Opportunity (EO) climate, cohesion, and ship performance*
  - Witt, David, & Van Driel (2010-2011)
- *Latent profile analysis of EO climate measure*
  - Watson & Van Driel (2010 -2011)
- *Temporal effects of diversity faultlines and social categories in training groups*
  - Van Driel, Meyer, & McDonald (2010- 2011)
- *Development of a unit level cross-cultural competence measure*
  - Van Driel (2008 – 2010)





# Research Project Summaries

- [Equal Opportunity \(EO\) climate, cohesion, and ship performance](#)
  - Hostile work environment and ship cohesion have additive effects on ship performance.
  - In other words, both are important, and affect ship performance independently



# Research Project Summaries

- Latent Profile Analysis (LPA) of an EO Climate Measure
  - Demographic background and experiences of discrimination are important predictors of the overall EO climate related perceptions of individuals.
  - Only a very small portion of personnel have uniformly low EO climate perceptions (4%), the majority of personnel have uniformly high EO climate perceptions (58%).
  - Overall EO climate perceptions are related to relevant job related attitudes such as job satisfaction and organizational commitment.
  - Considering demographics without relevant experiences, erroneously oversimplifies the impact of demographical factors on overall EO climate perceptions – experiences of discrimination is very important.
  - Interventions focused on certain types of discrimination (e.g., race, disability, and religious discrimination) may have a more positive impact on EO climate perceptions than interventions focused on other types of discrimination (Age and sex related discrimination)



# Research Project Summaries

- Temporal effects of diversity faultlines and social categories in training groups
  - Salient demographic similarities between instructors and students have an impact on students initial behavioral development ratings within the DEOMI EO Course
  - Over time, this effect is diminished, while the strength of diversity faultlines (i.e., schisms within small groups based on demographic factors) were found to drive student's behavioral change.



# Research Project Summaries

- Development of a unit level cross-cultural competence measure
  - A three phased study was performed to identify attributes of units as well as components of units' performance that are indicative of cross-cultural competence (3C).
  - This information was used to develop a unit level scale of 3C that is capable of differentiating units' on the basis of their cross-culturally related performance.





# Specific Research Projects

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# Extra Slides



# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Background*
  - Within this study we investigated the joint effects of hostile work environment and unit cohesion on unit performance operationalized as the effectiveness of operating ships in the U.S. Navy.
- *Research Question*
  - Is the relationship between cohesion and performance moderated by hostile work environment, such that the relationship is positive (negative) among ships with low (high) levels of a hostile work environment?



# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Theory*
  - Organizational climate and cohesion should be related to objective indicators of unit performance. (e.g., James & Jones, 1974; Mayer, Ehrhart, & Schneider, 2009)



# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Hypotheses*
- **Hypothesis 1:** Ship-level perceptions of unit cohesion are positively related to ship-level performance.
- **Hypothesis 2:** Ship-level perceptions of a hostile work environment are negatively related to ship-level performance.
- **Hypothesis 3:** The relationship between ship-level perceptions of unit cohesion and ship-level performance is moderated by ship-level perceptions of a hostile work environment, such that the relationship is positive (negative) among ships with low (high) levels of a hostile work environment.





# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Sample*
  - We collected performance data from 45 ships in the U.S. Navy (M sample size = 253, SD = 157.71; range = 56 to 887).
  - We collected cohesion and hostile work environment survey data from 11,921 (91% enlisted and 92% on active duty) of an estimated 19,835 (60.1%) sailors.



# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Measures*
  - **Cohesion.** Measured with Landis, Dansby, and Faley (1993) unit cohesion scale that focuses on both task and interpersonal dimensions of cohesion.
  - **Hostile Work Environment.** Measured with five items from Landis, Dansby, and Faley (1993), (e.g., “Someone made sexually suggestive remarks about another person”).
  - **Ship Performance.** We measured ship performance in terms of the number of three available ship performance awards (Golden Anchor, Battle E, and Meritorious Unit Commendation) for the time period in which the survey data were collected.

# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Analysis*
  - Assessed appropriateness for aggregation
  - Examined factor structure of measures
  - Tested hypotheses with hierarchical moderated multiple regression
- *Results*
  - Hypotheses 1 and 2 were supported, indicating that unit cohesion and perceptions of hostile work environment are related to ship performance
  - Hypothesis 3 was not supported

# Equal Opportunity (EO) climate, cohesion, and ship performance

(Witt, David, Van Driel, 2009-2010)

- *Implications*
  - We learned that both cohesion and hostile work environment are related to performance, but these relationships are independent of each other.
  - Therefore cohesion and hostile work environment have additive (and not moderated) impacts on unit level performance.



# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Background*
  - Equal Opportunity Climate (EOC) and other organizational climate concepts are predominantly researched from a nomothetic (e.g., variable centered) rather than idiographic (e.g., person centered) approach.
  - Personal experiences and characteristics may have a meaningful impact on individuals' general perceptions of their organizations.
  - General perceptions may have an impact on job related attitudes.



# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Theory*
  - Configural approaches emphasize identifying subgroups within a population who share similar patterns of response (Marsh, Lüdtke, Trautwein, Alexandre, & Morin, 2009; Meyer et al., 1993).
  - It is imperative to “identify
    1. factors in individuals that are associated with variations in perceptions of climate,
    2. factors in environments that increase consensus, and
    3. properties of groups that lead the individuals in them to develop a coherent view of their social world” (Patterson, Payne, & West, 1996, p. 1688).

# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Research Questions*
  - **Research Question 1:** Will a latent profile analysis of EOC measures detect multiple latent profile classes?
  - **Research Question 2:** Will experienced discrimination and respondent demographics predict latent profile class membership?
  - **Research Question 3:** Will the latent profile classes show differences in job-related attitudes?



# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Sample*

- 14,323 U.S. military personnel
- Respondents represent 200 randomly selected military organizations

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*Experienced*

*Discrimination (in past 12 months)*

|                              | %   |
|------------------------------|-----|
| Racial/national origin/color | 12% |
| Gender (sex)                 | 10% |
| Age                          | 6%  |
| Disability                   | 3%  |
| Religious                    | 3%  |

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*Race*

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|                                  |     |
|----------------------------------|-----|
| White                            | 48% |
| Spanish/Hispanic                 | 19% |
| Black or African American        | 21% |
| Asian                            | 7%  |
| Native Hawaiian/Pacific Islander | 2%  |
| Amer. Indian/Alaska Native       | 3%  |

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*Gender*

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|        |     |
|--------|-----|
| Female | 23% |
| Male   | 77% |

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*Age (compared to Age 22-30)*

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|           |     |
|-----------|-----|
| Age 18-21 | 16% |
| Age 22-30 | 42% |
| Age 31-40 | 25% |
| Age 41-50 | 12% |
| Age 51+   | 5%  |

# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Measure*

- The DEOCS was used to assess five facets of EOC. The facets included:

- Racist behavior (three items,  $\alpha = .89$ ).
    - Gender (sex) discrimination (four items,  $\alpha = .84$ ).
    - Age discrimination (three items,  $\alpha = .89$ ).
    - Religious discrimination (three items,  $\alpha = .83$ ).
    - Disability discrimination (three items,  $\alpha = .86$ ).

- Job-related attitudes

- Job satisfaction (five items,  $\alpha = .83$ ).
    - Workgroup cohesion (four items,  $\alpha = .90$ ).
    - Workgroup effectiveness (four items,  $\alpha = .87$ ).
    - Organizational commitment (five items,  $\alpha = .81$ ).
    - Organizational trust (three items,  $\alpha = .84$ ).

# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Analysis*
  - Conducted an LPA using Mplus (version 5.2).
  - Evaluating the goodness-of-fit for each mixture model involved fit indices and a content-oriented evaluation of the utility of the model.
  - Latent class membership was regressed onto demographics
  - We compared the latent group means on the six job-related attitude scales.





# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Results*
  - All three research questions investigated in this study were affirmed.
  - We found evidence of four distinct subgroups whose EOC response profiles differed both quantitatively and qualitatively.
  - We also found theoretically consistent relationships between respondent experience with discrimination, demographics and EOC profiles.
  - Response profiles appeared more related to attitudes targeted towards organizations relative to the self or respondents' workgroups.
  - EOC profile group differences in workgroup cohesion perceptions were more pronounced than differences in perceived workgroup effectiveness.

# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Results*

- Women were less likely than men to be in the lower (i.e., least desirable) classes unless they had experienced discrimination.
- African American respondents were more likely than White respondents to fall in the lower classes, regardless of whether or not they had experienced discrimination.
- The findings illustrate that the idiographic exploration of EOC can contribute new insights that are complementary to those produced by nomothetic approaches previously employed in this area.
- Regardless of having experienced discrimination, respondents' type of employment was strongly linked to their most likely EOC profile.
  - Enlisted military were more likely to belong to the lower classes than officers, suggesting job context or status may play a role in the formation of EOC perceptions.

# Latent profile analysis of EO climate measure

Watson & Van Driel (2010)

- *Implications*

- Demographics and experiences of discrimination are important psychological factors that affect individuals' perceptions of their organizations
- The overall pattern of climate perceptions have an impact on individuals' job related attitudes
- Eliminating experiences of discrimination are critical to ensure diverse workforces have positive evaluations and attitudes of their organizations and their jobs.
- Focused interventions to prevent specific types of discrimination (e.g., race, religion, and may have a larger impact on fostering positive impact on climate perceptions than others



# Temporal effects of diversity faultlines and social categories in training groups

(Van Driel, Meyer, & McDonald 2009-2010)

- *Background*
  - DEOMI's flagship course entails weeks spent in highly diverse small groups exploring diversity and discrimination.
  - This experience is taxing both affectively and cognitively
  - The groups are geared toward achieving behavioral change in students.
- *Research Question*
  - We were interested in finding out whether diversity within training groups as well as perceived similarities between trainers and group members affected students' behavioral change



# Temporal effects of diversity faultlines and social categories in training groups

(Van Driel, Meyer, & McDonald 2009-2010)

- *Theory*
  - Social Category Salience/ Comparative Fit Theories (Turner et al., 1987) as well as theory regarding diversity faultlines (Bezrukova et al., 2009) suggests that diversity and perceived similarities should have an impact on course outcomes.
- *Hypotheses*
  - ***Hypothesis 1:*** *There is a positive relationship between belonging to a trainer's ingroup and individual training performance. This relationship is moderated by the group faultline strength.*
  - ***Hypothesis 2:*** *There is a positive relationship between belonging to a trainer's ingroup and individual training performance increase over time. This relationship is moderated by the group faultline strength*



# Temporal effects of diversity faultlines and social categories in training groups

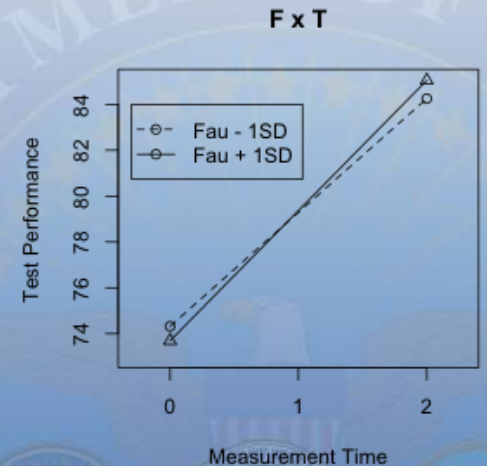
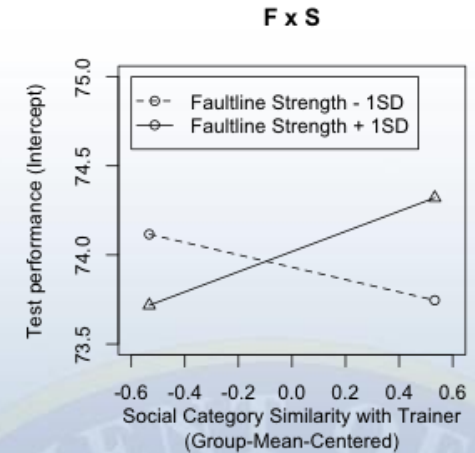
(Van Driel, Meyer, & McDonald 2009-2010)

- *Sample*
  - 1333 students in 84 groups (Average of 13.1 students per group)
  - 2 Trainers per group
  - Highly diverse sample in respect to race, gender, rank, service branch, and organizational affiliation
- *Measures*
  - Assessments of students' behaviors at three time points
  - Faultline Strength computed over social categories (Thatcher, Jehn, & Zanutto, 2003)
  - Students' inclusion in trainers' subgroup

# Temporal effects of diversity faultlines and social categories in training groups

(Van Driel, Meyer, & McDonald 2009-2010)

- *Analysis*
  - Multi-level Growth modeling in R (Bliese, 2009)
- *Results*
  - H1: Initial test performance is influenced by the social similarity with the trainer
  - H2: Growth is influenced by faultlines, but not by similarity with the trainer



# Temporal effects of diversity faultlines and social categories in training groups

(Van Driel, Meyer, & McDonald 2009-2010)

- *Implications*

- Students' behavioral change over time could be predicted with diversity faultline strength
- Content of the training program as well as its goals are facilitated by diversity diversity faultlines and – to a smaller extent – by similarity between trainers and students within the training groups
- Although perceived differences among people are intangible, their impact can be profound even when those differences are small.



# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Background*
  - Much is known about individual level cross-cultural competence (3C). Comparatively, little is known about 3C of teams, or organizations.
  - Intuitively, some organizations are more cross-culturally competent than others.



# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Theory*

- 3C can be conceptualized as a antecedent to performance as well as performance (e.g., Dinges, 1983; Klemp, 1979; Thomas & Fitzsimmons, 2008)
- Theoretical conceptualizations of 3C at the organizational level are compelling (e.g., McPhatter, 1997; Moon, 2010; Pope-Davis & Coleman, 1997)
- Many theoretical models are available for conceptualizing aggregate level phenomena (e.g., Bliese & Jex, 2002; Chan, 1998; Klein & Kozlowski, 2000; Susser, 1994)





# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Research Questions*

- Is it possible to conceptualize and measure 3C at the organizational level in a meaningful manner.

- *Method*

- *Phase 1*: Used focus group data to identify attributes of organizations as well as aspects of organizational performance that reflect 3C
- *Phase 2*: Performed a criticality study with items derived from focus group data
- *Phase 3*: Performed a pilot test with items to determine appropriateness of scales to assess organizational level 3C



# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Sample*

- Phase 1: Subject matter experts from the United States Special Forces community
- Phase 2: 9194 Service members of whom had the requisite cross-cultural experience to be included in the study
- Phase 3: 3366 service members, of whom 474 were in units of 5 or more members that have been deployed together



# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Analysis*
  - Phase 1:
    - Performed content analysis on qualitative data
  - Phase 2:
    - Examined the endorsements of the criticality of statements as components of organizational 3C
  - Phase 3:
    - Examined aggregation statistics, performed factor analysis at the at the organizational level of analysis
    - Examined evidence for construct and criterion related validity



# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Results*

- Phase 1:

- Revealed 3 themes relevant to 3C namely organizational performance, organizational resources, organizational preparation

- Phase 2:

- From 59 items, 22 items were retained as critical indicators of organizational 3C

- Phase 3:

- Evidence was found for using items assessing organizational performance as a scale, but not organizational preparation or organizational resources.

# Development of a unit level cross-cultural competence measure

(Van Driel, 2008-2009)

- *Implications/ Future Direction*

- There are components of organizational 3C that organizational members can agree on as critical to their organizations
- It is possible to get meaningful assessments of organizational 3C as a performance construct
- These results formed the basis of a unit level 3C measure for the Department of Defense that will provide feedback to organizational leaders about the 3C of their organizations.





# Thanks for your attention!

- More information about DEOMI can be obtained at [www.deomi.org](http://www.deomi.org)
- Additional information about the DEOCS can be obtained at [www.deocs.net](http://www.deocs.net)
- For any additional questions please feel free to contact me at [marinus.vandriel.ctr@patrick.af.mil](mailto:marinus.vandriel.ctr@patrick.af.mil)



# Finale

- [“Who’s on Your Team?” Video](#)

