DEOMI

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

Foundation for Diversity Training: Competency Model and Learning Objectives

A. Renee Yuengling, PhD
Renee Yuengling & Associates

DEOMI

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

Table of Contents

Diversity competency model …….....3

Background on diversity competency model…….5

Benchmarking with Private Sector companies……..8

Methodology……..9

Proposed methodology..……...14

Validation of model…….….37

References……38

Diversity Competency Model

The purpose and objective of this document is to frame and develop an initial diversity competency model for general population mid-level civilian and military managers in the Department of Defense. The model is based on rigorous methodology and grounded in the current relevant research on diversity including the social psychological processes related to diversity in organizations and other relevant related disciplines. The purpose of the model is to provide competencies and objectives from which to develop diversity training for mid-level Department of Defense, Army, Navy, Air Force, and Coast Guard service members and civilian employees.

It is important to stress this competency model is for general population managers, NOT diversity practitioners. The competencies required in each of these cases are different, and the current task is to develop a model for general population managers. Additionally, the competency model developed here is notably a model restricted to individuals- much of the literature on diversity competency covers both individual (or interpersonal) skills, and also discusses the necessary organizational climates or outcomes (Cox, 1993, Griggs, 1995; McKay, Avery, 2007; Morrison, 1992; Rice, 2009; Rowe & Gardenschwartz, 1997; Guillory, 1994). In this case, we are interested only in the personal competencies necessary to effectively manage diversity in the workplace. Additionally, while representational diversity is important, the competencies will focus on the knowledge, skills and abilities needed to create an inclusive diversity climate, which supports the presence of representational diversity. It is also necessary that these competencies for diversity management map to the DoD/DLO cross-cultural competencies (3C) to the extent possible. This model is detailed in A Framework for Cross

Cultural Competencies and Learning Recommendations, published by the Naval Air Warfare Center Training Systems Division (NAWCTSD) and the Defense Language Office (DLO).

It is somewhat problematical to develop a competency model that is restricted to successful behaviors for working with, managing, or leading a diverse workforce. Historically, due to the development of the discipline, diversity skills have been perceived as an "add-on," that is, not core behaviors. This perception is entirely incorrect, and as our workforces become ever more diverse, as we learn more about leadership and leadership competencies, we have begun to understand that the effective management of diversity is a fundamental leadership skill. Therefore, the competencies outlined below should not be developed in isolation from basic leadership competencies, but should be integrated into, and be a seamless part of those leadership competencies. However, the general understanding of diversity as a leadership competency is not yet fully embraced by the general population, and until it is, separate competency models for diversity have a place and are useful and necessary to set objectives for training.

To facilitate understanding as well as to limit confusion- in this document diversity is specifically defined as comprising the generally accepted dimensions of diversity:

1) Human – age, race, ethnicity, physical ability, sex, and sexual orientation
2) Cultural – including but not limited to all aspects of culture such as language, religion, nationality, background, learning styles, etc. This dimension of diversity can be considered to be almost infinite in its variations.
3) Organizational – including but not limited to such aspects as unit, grade, rank, status, sector, and organizational location.

In this way, the term diversity should be understood to encompass all the characteristics and attributes of individuals, with no group excluded.

Background on Competency Modeling

There is voluminous research on competencies and competency modeling, and very little actual agreement and consistency. There are also wide variations in approaches to competency modeling that are relevant to examine before addressing the particular challenges of developing a diversity competency model. In addition there are several significant and serious challenges to developing a diversity competency model that also must be clearly understood prior to the development or adoption of any set of competencies. These will be discussed in a separate section below.

Competency. The definition of the term “competency” appears to vary widely, even among professionals (Schippmann, et al., 2000). Competencies are typically defined as a combination of knowledge, skills, abilities and other individual characteristics (often called knowledge, skills, abilities, and other characteristics, KSAOs; including but not limited to motives, personality traits, self-concepts, attitudes, beliefs, values, and interests) that can be reliably measured and that can be shown to differentiate performance (Mirabile, 1997; Schippmann, et al., 2000; Spencer, McClelland, & Spencer, 1994). The Office of Personnel Management (OPM) defines a competency as *"a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully."* Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully (Shippmann et al., 2000). Competencies represent a whole-person approach to assessing individuals (http://apps.opm.gov/ADT/Content.aspx).

Competency modeling is typically defined as the identification, definition, and measurement of the KSAOs that are needed to perform successfully on the job (Bartram, 2004; Schippmann, et al., 2000). How success is defined is not generally addressed, and is the first challenge in the development of a diversity model. Competency modeling uses several different approaches, with the two most common being the individual job level and the organization level (Mansfield, 1996). The individual job level competency model identifies the characteristics (i.e., KSAOs) that are necessary to be successful in a particular job (similar to job analysis), whereas the organizational level modeling takes into account organizational objectives, vision, and strategy and attempts to develop a set of competencies that are applied to the entire organization, a department within the organization, or a job family within the organization (Lawler, 1994; Prahalad & Hamel, 1990).

Job analysis: Broadly defined, job analysis involves collecting data about observable job behaviors and delineating the knowledge, skills, abilities, and other characteristics needed to perform the job (Cascio & Aguinis, 2005; Harvey, 1991). This broad definition is typically broken into two separate approaches to job analysis: worker-oriented job analysis and task oriented job analysis. Worker-oriented job analysis is often referred to as job specification and deals with the necessary KSAOs for successful completion of the job. Task-oriented job analysis identifies what gets done on the job (i.e., the job-relevant behaviors) and how the job is conducted (including the tools, machinery, information, and people with which the incumbent typically interacts). This approach is often referred to as a job description, as it details the necessary behaviors for successful completion of the job (Cascio & Aguinis,2005). In

both cases, input from the successful job incumbent is necessary for identification and validation of the correct KSAOs. This again raises the significant challenge in the development of a diversity competency model.

Cognitive Task Analysis: As competency modeling becomes more pervasive, and the complexity of the tasks confronting workers increases there is increasing interest in cognitive task analysis (CTA), that is, the identification and analysis of cognitive processes that underlie task performance, which has been offered as a supplement to traditional task analysis (Chipman, Schraagen, & Shalin, 2000; Sackett & Laczo, 2003). Cognitive task analysis (CTA) uses a variety of interview and observation strategies to capture a description of the knowledge that experts use to perform complex tasks. Complex tasks are defined as those where performance requires the integrated use of both controlled (conscious, conceptual) and automated (unconscious, procedural or strategic) knowledge to perform tasks that often extend over many hours or days (Yates, 2007). CTA is a valuable approach when advanced experts are available who reliably achieve a desired performance standard on a target task and the goal is to capture the "cognitive" knowledge used by them (Clark & Estes, 1999). While CTA would logically be a strong methodology for the development of diversity competencies, the need for "advanced experts" underlines the challenge in the development of a diversity competency model.

Reliability of Competency Models: In order for competency models to be useful, they must be valid and reliable. An important part of the validating models is to have incumbents, or subject matter experts or the job analysts themselves rate the importance of each competency. Ideally, across raters, there will be agreement on the importance of each of the characteristics, demonstrating a high level of inter-rater reliability. A recent meta-analysis of job analysis

reliability examined the levels of inter-rater and intra-rater reliability from forty-six studies (Dierdorff & Wilson, 2003) and found that incumbents had the lowest reliabilities compared to analysts or technical experts. Recent work by Lievens, Sanchez, and DeCorte (2004) found that the overall inter-rater reliability of competency modeling judgments is quite low. However, just as the meta-analysis by Dierdorff and Wilson (2003) found, ratings made by subject matter experts (SMEs) are considerably more reliable across raters as compared to inexperienced incumbents. The question of the reliability of competency models will not be resolved here, but current findings that subject matter experts provide the greatest reliability provide some support to the recommended methodology dictated by the challenges to creating the diversity model described below.

Benchmarking Competency Models in the Private Sector

While it is beyond the scope of this project to complete a benchmarking analysis of the private sector, an informal analysis was conducted. Most major organizations with mature diversity initiatives have been using some form of diversity "competencies" for quite some time. However, these competencies are, once again, not generally researched based, nor are they validated. Furthermore, in many cases they take the form of lists of very general behaviors, expectations, or accomplishments as they are typically used for accountability purposes. They also are often not used with lower and mid level managers, but more generally for senior leadership.

Additionally, neither the Society for Human Resource Managers (SHRM) nor Diversity, Inc., a firm well known for benchmarking and ranking organizations could provide any additional information on the existence of diversity competencies in the sense of a validated model. SHRM reconfirmed that most of the KSAOs that would be included in a competency

model are generally found in the ubiquitous lists from advanced experts, or would be "add-ons" to leadership or cultural models, if they existed at all. This is not meant to imply there are no organizations using researched-based and validated diversity competency models; it just means if they are, the models may be closely held as proprietary information. This is quite common in the private sector around some areas of diversity management, most notably the financial analysis around business cases. As these lists of behaviors are used for accountability of their executives, which then have significant financial implications for the size of the executive bonus, it seems quite likely the specific measurements may be withheld from public scrutiny.

Methodology

Limitations and requirements

As noted above, there are several serious and significant challenges to the development of a diversity competency model for general population managers. According to Boulter, et al (1998), there are six stages involved in defining a competency model for a given job role. These stages are:

Performance criteria –	Defining the criteria for superior performance in the role
Criterion sample –	Choosing a sample of people performing the role for data collection
Data collection –	Collecting sample data about behaviors that lead to success

Data analysis –	Developing hypotheses about the competencies of outstanding performers and how these competencies work together to produce desired results
Validation –	Validating the results of data collection and analysis
Application –	Applying the competency models in human resource activities, as needed.

In the development of competencies specifically related to diversity, the challenges arise immediately, in both Step 1 and Step 2:

Step 1 — There is no objective idea of what constitutes superior performance in the role; thus, there is no clear idea of what "success" in the function actually is. We all can conceive of managers who are inclusive, fair, unbiased, and skilled at managing culturally diverse populations. But in the complexity of managing on a day-to-day basis, what does that objectively look like? For every potential measure developed, there is the possibility that some other process is at play. If success looks like what is known as representational diversity, with diversity in the organization at all levels from top to bottom, such a situation may not necessarily be due to the diversity competency of managers; it could equally be due to malicious compliance with Affirmative Action regulations. If it is measured by employee satisfaction surveys in an effort to measure diversity climate or inclusion, a highly cohesive and effective work group equally could be due to the basic managerial skills of the manager or the self-efficacy of the employees.

However outcomes are measured, there is always the possibility of an alternative view of the behaviors causing the outcome. For example, a fair and unbiased manager may in fact be one

with several EEO complaints against them- would that be considered to be successful? This is compounded by the reality that bias, in all of its forms, is a universal human behavior, a survival behavior, and we are in essence developing a model that requires individuals to behave in a way that is counter to human instincts.

Step 2 — The development of a competency model requires access to a "successful job incumbent" or "advanced experts." Even if it were possible to define objectively success in the function, it is still necessary to determine with accuracy who is a successful job incumbent or an advanced expert. One possible resolution to this challenge has been to ask women and minorities themselves to identify fair, unbiased, and culturally skilled managers (Yuengling, 2005). However, the limitation to this approach is that the relative success of female and minority workers may be due to other elements unknown to them (their own efficacy, the match of skills to needs in a work unit, value match with managers, etc) - leading them to identify individuals who appeared to them to be unbiased and fair, but may have actually been acting out of completely different managerial skill sets. Additionally, there are significant political ramifications in trying to identify "successful job incumbents" for those who are not identified as successful.

One route around the challenge of finding a "successful job incumbent" would be to use "advanced experts" to develop a set of agreed-upon competencies. There are many diversity practitioners who have developed and published lists of KSAOs that are in some form or another, essentially the building blocks of competencies. Using these KSAOs would be one way of resolving the problem of finding successful job incumbents, but it also presents a different challenge. There is no credentialing authority in the diversity field, and no licensure. Any individual who chooses to call him or herself a diversity expert can do so, and can publish a list

of KSAOs disconnected from any research or reality. In fact, many of the best-known diversity experts are self-published, with little or no scrutiny or peer review of their work. This is not to say that their work is meaningless or useless, it just means that caution must be observed in evaluating it.

Another requirement placed on the development of this specific competency model may provide a pathway out of these challenges that are created by the nature of diversity in organizations. Part of the task is to map the diversity competencies to the cultural competencies developed by McDonald et al. during DEOMI's chair of the RACCA working group in 2008, and to incorporate the subsequent refinement of these competencies into the framework by DEOMI and NAWCTSD in 2010. Part of the task is to map the diversity competencies to the cultural competencies developed by the NAWCTSD and DLO in conjunction with DEOMI (McDonald et al, 2008; NAWCTSD, DLO, 2010). This is a reasonable and appropriate requirement as from the earliest research works on diversity the link to culture has been generally understood. That diverse populations are, in fact, cultural groups within the domestic US culture is accepted and has begun to be documented in the social psychology literature (Cox, 1993; Chávez-Guido, 1999; Dovidio, 2001; Garrett, 1999; Helgelson, 1999; Jackson, 1975). This is based on the idea that a cultural identity group can be based on physical distinctiveness but also share a socio-cultural identity. That is, they share a *subjective culture* (Triandis, 1976), meaning value preferences, norms, formation of worldviews, and goal priorities that distinguish one cultural group from another.

Due to our history, the United States has had segmentation between racio-ethnic group culture and national cultures (Cox, 1993). Many Asian Americans, Hispanic Americans, African Americans and European Americans have understood and identified with both their American

culture, and their heritage culture. There is also a growing body of research indicating that gender represents a cultural category, based on the significant socialization of human beings on the basis of gender (Hegelsen, 1990; Tannen, 1994). Taylor Cox thoroughly discusses the premise that gender, racio-ethnic and nationality groups differ culturally by a specific examination of six areas of cultural orientations and how they play out in organizations. These six areas are generally accepted as cultural dimensions and include: 1) time and space orientation, 2) leadership style orientation, 3) individualism versus collectivism, 4) competitive versus cooperative behavior, 5) locus of control and 6) communication styles (Cox, 1993).

In fact, much of the research work on diversity explicitly discusses the fact that diversity work in organizations is cultural work. Rowe and Gardenschwartz (1997) note several "diversity variables" that affect both teamwork and conflict resolution: egalitarian culture versus hierarchical or authoritarian culture; direct communication style versus indirect styles; individualistic culture versus group or collectivistic culture; task-oriented focus versus more social or relationship-oriented focus; and change oriented cultures versus traditional cultures. The dynamics of intercultural contact in organizations are echoed in the nascent cultural research on demographic groups (Gelfand et al, 2007; Punkett & Shankar, 2007; Sanchèz-Burkes, 2000). Several research studies also are able to discern significant cultural differences between the groups using the government-mandated EEO categories (Guillory, 1994; Trompenaars, 1998).

With regard to this body of work, it is consistent with sound research principles to approach diversity competencies as overlapping with cultural competencies. In fact, diversity competencies are explicitly included as cultural competencies in the Department of Defense Cross-Cultural Roadmap (DoD, 2010), a study designed to support the DoD in the development of cultural competencies:

"There are many different definitions of 3C depending on the context, but they all have the same essential outcome, i.e., 3C is broadly defined as the ability to operate effectively in any culturally complex environment. It is based on a set of knowledge, skills, abilities and attitudes (KSAAs) developed through education, training and experience that promote cross-cultural competence and enhance that ability. The KSAAs offer a conceptual framework for learning about and understanding a particular culture or cultural group, which can range from a unit's own cultural diversity to the various cultures in joint, interagency, coalition and multinational contexts." (DoD 3C Roadmap, pg1).

Based on this need, and grounded in the research to date on diversity, approaching the competency model in connection to cultural competencies would appear to be both valid and useful.

Proposed methodology

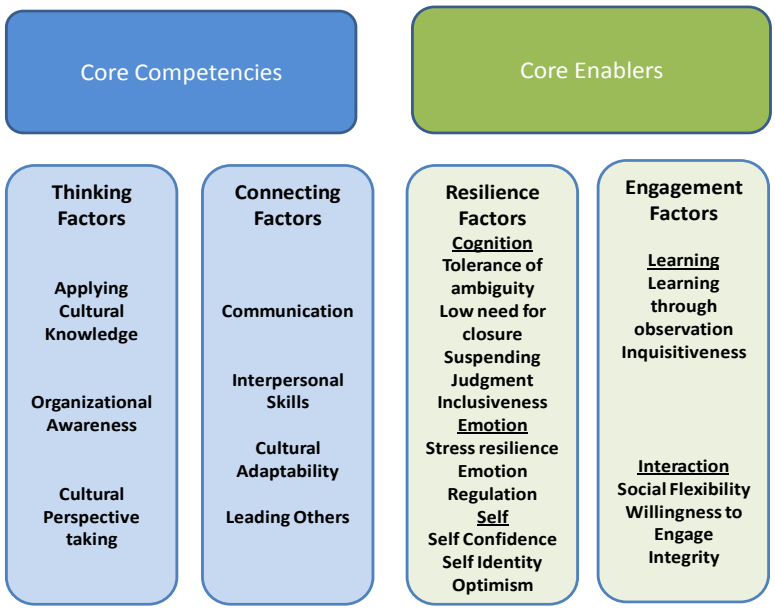
It follows that a rigorous methodology for the development of a diversity competency model must meet two requirements:

1) Address the challenges to the standard methodology detailed above presented by the unique nature of diversity in organizations;
2) Map and align the competencies as closely as possible to the cross-cultural competencies (3C) developed by the Department of Defense.

Fortunately, the inherent coherence of the second requirement provides an elegant solution to the challenges presented by the first requirement. The proposed methodology for the development of the diversity competencies is to collect and synthesize the work of the acknowledged "advanced" diversity experts, both practitioners and researchers in the field, and

map those results against the cultural competencies developed by the Department of Defense. While acknowledging that the "competencies" developed by the advanced experts are not validated, and may be not much more that thoughts and lists of ideas for successful behavior, they constitute the best practices in the field to date. Mapping them against the core competencies developed from more rigorously researched cultural competencies to examine overlap and additional areas of interest may lend credence to their validity and permit the identification of common areas of behavior. In this way we can develop diversity core competencies and core enablers based on the expert knowledge of advanced diversity practitioners and grounded in both diversity and cultural research. Figure 1 shows a proposed diversity competency model based on the existing framework of 3C Core Competencies and 3C Core Enablers. It should be noted that the core competencies and core enablers remain virtually the same in both models, with only two additions: Leading Others as a core competency, and Integrity as a core enabler. However, the descriptors and measures are different in many, but not all respects. In addition, the core competencies are divided into two categories, thinking factors and connecting factors. Thinking factors are those that are cognitively laden, and rely on the individual's acquisition of the competency. The connecting factors are those that place emphasis on interaction with other individuals. There is some level of overlap of the three competencies in the connecting category: communication, interpersonal skills and cultural adaptability. The descriptors are categorized where they seem to be the *most* applicable. In addition, because diversity competencies require both the management of individuals and management of groups of individuals, those competencies related to individuals fall under interpersonal skills, and those related to management of groups and ultimately climate appear under cultural adaptability.

Figure 1:



Cognitive – Thinking Factors

1 - Applying Cultural Knowledge

- Applies knowledge of factual information about the history of the racial, ethnic, and gender groups in the United States, and the past and current (a) social, (b) political, (c) cultural and (d) economic situation

- Recognizes the impact of the historical development of civil rights and diversity in the United States
- Differentiates between representational diversity, inclusion, diversity climate, and employee engagement.

2 - Organizational Awareness

- Understands the mission and functions of one's own organization, and how diversity connects to the mission
- Comprehends the regulatory requirements of EEO/EO and distinguishes both the differences and linkages with diversity
- Operates effectively within the organization by applying knowledge of how the organizations programs, policies, procedures, rules, and regulations may either enhance or create barriers for representational diversity and inclusion

3 - Cultural Perspective-Taking

- Demonstrates an awareness of one's own cultural assumptions, values, preferences, and biases, and understands how their own identity group is viewed by members of other identity groups
- Applies perspective-taking skills to detect, analyze, and consider the point of view of others and recognizes how the other will interpret his/her actions
- Understands the formation of social identity, privilege, and bias structures, and can identify when they may be at play in organizational processes
- Analyzes the cultural context when interpreting environmental cues

Connecting Factors – Interactions

4 – Communication

- Recognizes and manages both verbal and non-verbal cues about personal attitudes towards diversity in general and racial, ethnic, and gender groups specifically

- Distinguishes the impact of racial, ethnic and gender culture on communication behaviors, and can identify when they may create conflict of misunderstanding among work groups
- Listens carefully to others, paying close attention to the speaker's point of view
- Communicates thoughts and ideas in a way that is relevant to the listener
- Adjusts communication style to meet expectations of audience
- Seeks additional clarifying information when necessary

5 - Interpersonal Skills

- Develops and maintains positive rapport by showing respect, courtesy, and tact with others
- Interacts effectively with a variety of people
- Relates and adjusts well to people from varied backgrounds in different situations
- Engages in self management when personal biases are activated or present

6 - Cultural Adaptability

- Understands the implications of one's actions and adjusts approach to maintain positive and bias free relationships with individuals or groups of other racial ethnic or gender cultures
- Gathers and interprets information about people and surroundings to increase awareness about how to interact with others
- Integrates well into situations in which people have different values, customs, and cultures
- Shows respect for others' values and customs

7- Leading Others[1]

[1] As noted earlier, we have begun to understand that the effective management of diversity is a fundamental leadership skill. Therefore, the competencies outlined here rather than being developed in isolation from basic leadership competencies, should ideally be integrated as a seamless part of those leadership competencies. However, the general understanding of diversity as a leadership competency is not yet fully embraced by the general population, and most particularly, not by leadership competency modelers, and until it is, the related leadership competencies for diversity have a place here and are useful and necessary to set objectives for training.

- Creates an inclusive environment
- Takes a multicultural versus colorblind approach when interacting with others
- Sets, communicates, and maintains standards for all
- Seeks and accepts feedback on diversity related issues
- Creates focus on super ordinate identity (team) and task
- Recognizes the diversity issues present in cross-dyad mentoring
- Focuses on performance results, not performance style
- Ensures decisions and behaviors reflect fairness
- Develops direct reports and fosters talent throughout organization.

Core Enablers

Resilience Factors

Cognitive bias resilience

- **Tolerance of Ambiguity** – Accepts, or does not feel threatened by, ambiguous situations and uncertainty. Manages uncertainty in new and complex situations where there is not necessarily a "right" way to interpret things
- **Low Need for Closure** – Restrains from settling on immediate answers and solutions, and remains open to any new information that conflicts with those answers
- **Suspending Judgment** – Withholds personal or moral judgment when faced with novel experiences, knowledge and points of view. Perceives information neutrally and withholds or suspends judgment until adequate information becomes available

- **Inclusiveness** – Tendency to include and accept things (including people) based on commonality of commitment to mission
- **Multiculturalism** – Understands and adopts a multicultural approach rather than a "colorblind" approach.

Emotional resilience

- **Stress Resilience** – Avoids adopting stress-induced perspectives that overly simplify culture; demonstrates tendency for positive emotional states and to respond calmly and steadfastly to stressful events; acts as a calming influence
- **Emotion Regulation** – Regulates/controls one's own emotions and emotional expression to support mission performance.

Self identity resilience

- **Self Confidence** – Believes in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands
- **Self Identity** – Demonstrates ability to maintain personal values independent of situational factors
- **Reciprocity** – Understands that others have different social identities, cultures, and values that are not threats to one's own identity or values
- **Optimism** – Views problems as solvable challenges and as exciting learning opportunities.

Engagement Factors

Learning motivation

- **Learning through Observation** – Gathers and interprets information about people and surroundings to increase awareness about own treatment and how to treat others. Is motivated to make sense of inconsistent information about social rules and norms; continually learns and updates own knowledge base as new situations are encountered
- **Inquisitiveness –** Is receptive towards, and takes an active pursuit of understanding ideas, values, norms, situations, and behaviors that are new and different. Demonstrates

curiosity about different countries and cultures, as well as interest in world and international events.

Social interaction

- **Social Flexibility –** Presents self to others in a manner that creates favorable impressions, facilitates relationship building, and influences others. Is able to modify ideas and behaviors, compromise, be receptive to new ways of doing things
- **Willingness to Engage –** Actively seeks out and explores unfamiliar cross-cultural interactions and regards them positively as a challenge
- **Integrity –** Demonstrates adherence to moral and ethical principles, soundness of moral character, honesty.

Learning objectives

Based on the competencies detailed above, it is possible to identify learning objectives linked to the competencies and supported by current research. These learning objectives will ensure that the diversity training is in alignment with the competencies and also in accordance with the research literature.

With reference to the seven competencies identified, learning objectives by competency are listed below, with research literature supporting each objective listed to the right:

Learning Recommendation 1: Applying Cultural Knowledge

	Learning Objective	**Reference**
1.1	State the definition and distinctions between EEO/EO, diversity, inclusion, diversity climate, and employee engagement.	Cox, 1993;Griggs,1995 ; Guillory,1994; Morrison,1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely 1996; Thomas, 1991; Van Knippenberg et al, 2001
1.2	Discuss the history and importance of the various rights movements and the criticality of the regulations stemming from them (EEO/EO). Recognize the history of different racial, ethnic and gender groups, including social context, geographic, religious language, legal and policy implications.	Conference Board 2006; Adler, 1997; Cox, 1993;EEOC, 2003; Moskos, 1996; Thomas, 1991

	Learning Objective	Reference
1.3	Describe the dimensions of diversity- human, cultural, and organizational and the impacts on interaction, behaviors, teamwork and mission accomplishment. Identify the existence and relevance of multiple layers of cultures (e.g., own, work group, team, military, civilian, contractor) in an operational environment	Ang, 2007; Chao, 2005; Cox, 1993 ; Griggs,1995; Guillory,1994; Morrison,1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely 1996; Thomas, 1991; Van Knippenberg et al, 2001
1.4	Review the cross-cultural aspects of the military and Federal populations.	Cox, 1993;Griggs,1995 ; Guillory,1994; Morrison,1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely, 1996; Thomas, 1991; Van Knippenberg et al, 2001; Yuengling 2005
1.5	Discuss the critical diversity concepts: social identity theory, privilege, implicit bias, impact on individual and group performance, and importance of inclusion and diversity climate	Banji , 1994; Dovidio, 2002; Fiske,1998; Foschi, 2000; George et al, 2010; Harrison, 2002, 2007; Homan et al 2007, 2008; Steele,1999
1.6	Analyze subtle and complex diversity issues (both representational and inclusion) and how they relate to specific marginalized groups	Cox, 1993;Griggs,1995 ; Guillory,1994; Morrison,1992; GAO,2005; 2001Page, 2007; Rice, 2009; Rowe & Gardenschwartz, 1997; Steele, 2010; Thomas & Ely 1996; Thomas, 1991; Van Knippenberg et al, 2001;Vendantam, 2010; Yuengling, 2005

Learning Recommendation 2: Organizational Awareness

	Learning Objective	Reference
2.1	Apply knowledge of diversity and how it relates to the mission and functions of the organization.	Cox, 1993; Griggs,1995; Guillory,1994; Morrison, 1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely 1996; Thomas, 1991; Van Knippenberg et al, 2001
2.2	Describe the business case for diversity as it specifically relates to the Department of Defense.	Aghazadeh, 2004;Basset -Jones, 2005; Bradley et al, 2005;CAL, 2006; Carli, 2001; Combs, 2006; Cox, 1993, Dansby, Landis, 1991; DeWitt, 2008; Di Tomaso 1996; Egan, 2005; Frink et al, 2003; Homan, 2007; Horowitz, 2007; Jayne, 2004; Kearn,2009; Kirkman, 2005;McKay,Avery, 2007;Page,

	Learning Objective	Reference
		2007, Ng, 2008, Thomas & Ely 1996
2.3	Explain similarities and differences among military cultures, joint environment, and civilians within military environments.	Antecol et al, 2006; Belkin, 2003; Biernat, 1998; Bowers, 1999; Bunn, 2009, Butler, 1999; CAL, 2006; Cylmer, 2003; Collins et al 2006; Cook et al, 2005; EEOC, 2003; Evans, 2001; Harrell, 1997; Hosek et al, 2001; Hunter, Smith, 2010; Johnson, 2001; Krauz, 2006; Lipari, 2005; McDonald et al, 2008; McIntyre, 2002; Parks et al, 2008; Scheper et.al, 2008; Sims, 2005; Segal, Bourg, 2002; Stewart, 2006; Titunik, 2000; Wetzer, 2008; Wong, 2003, 2004; Yuengling, 2005
2.4	Discuss how to operate effectively within the organization, including understanding the programs, policies, procedures, rules, and regulations of the organization.	Antecol et al, 2006; Belkin, 2003; Biernat, 1998; Bowers, 1999; Bunn, 2009, Butler, 1999; Cylmer, 2003; Collins et al 2006; Cook et al, 2005; EEOC, 2003; Evans, 2001; Harrell, 1997; Hosek et al, 2001; Hunter, Smith, 2010; Johnson, 2001; Krauz, 2006; Lipari, 2005; McDonald et al, 2008; McIntyre, 2002; Parks et al, 2008; Scheper et.al, 2008; Sims, 2005; Segal, Bourg, 2002; Stewart, 2006;Titunik,2000; Wetzer, 2008; Wong, 2003, 2004; Yuengling, 2005
2.5	Analyze how programs, policies, procedures and practices of the organization can either enhance diversity or function as a barrier to diversity.	Antecol et al, 2006; Belkin, 2003; Biernat, 1998; Bowers,1999; Bunn, 2009, Butler, 1999; Cylmer, 2003; Collins et al 2006; Cook et al, 2005; EEOC, 2003; Evans, 2001; Harrell, 1997; Hosek et al, 2001; Hunter, Smith, 2010; Johnson, 2001; Krauz, 2006; Lipari, 2005; McDonald et al, 2008; McIntyre, 2002; Parks et al, 2008; Scheper et.al, 2008; Sims, 2005; Segal, Bourg, 2002; Stewart, 2006;Titunik,2000; Wetzer, 2008; Wong, 2003, 2004; Yuengling, 2005
2.6	Describe how to adhere to one's own organizational requirements while dealing with conflicting requirements within and outside the organization.	Antecol et al, 2006; Belkin, 2003; Biernat, 1998; Bowers,1999; Bunn, 2009, Butler, 1999;CAL, 2006; Cylmer, 2003; Collins et al 2006; Cook et al, 2005; EEOC, 2003; Evans, 2001; Harrell, 1997; Hosek et

	Learning Objective	Reference
		al, 2001; Hunter, Smith, 2010; Johnson, 2001; Krauz, 2006; Lipari, 2005; McDonald et al, 2008; McIntyre, 2002; Parks et al, 2008; Scheper et.al, 2008; Sims, 2005; Segal, Bourg, 2002; Stewart, 2006;Titunik,2000; Wetzer, 2008; Wong, 2003, 2004; Yuengling, 2005
2.7	Examine the mechanisms of institutional bias.	Agars, 2004; Allen,2004; Badjo, 2001; Carli, 1999, 2000; Murrell, 2001; Nkomo, Bell, 2001; Johnson, 2001; Landy, 2008; Parker, 2002; Yoon, 2000; Valian, 1998; Unzeta, Lavery, 2008
2.8	Analyze the cross-cultural, socio-cultural, and language impacts on teamwork, and the skills associated with the management of those differences.	Abbe,2007,2008; Adler, 1997; Bennett, 1986; Bradley 2005; Carli, 1999, 2000; Cohen, Steele, 1999; Cox, 1993; DeWitt, 2008; Early, 2003; Harrison, 2002,2007; Jehn, 1999; Kearny, 2009; Kets de Vries, 1999;Kirkman, 2005; Lewis, 2006; Livers, Caver, 2003; Markus, Steele, 2002; McKay, Avery, 2007; Pratto, et al, 2001; Richeson, 2004; Ridgeway, 1994; Rosen, 1996; Rowe, Gardenschwartz, 1997; Ryan, 2007; Selemski, 2007; Sellers, 2003; Steele, 2010; Stewart, 2006; Tannen, 1994;Trompenaars, 1998;Van der Vegt, 2005; Van Knippenberg et al ,2001, 2007; Yuengling, 2005

Learning Recommendation 3: Cultural Perspective Taking

	Learning Objective	Reference
3.1	Describe how social identity development and culture form values, preferences, and bias mechanisms.	Case, 2007; Chávez, 1999; Cross, 1991; Helms,1993; Hofstede, 1980, 1997; Hong et al, 2001; LaFleur,2002; Logel et al, 2009; Luhtanen, Crocker, 1992; McDermott,2005;Parker, 2002; Rubin et al, 1998; Rudman 2001; Scott,2001;Sellers 2003; Stewart, Payne, 2008; Taijfel, Turner,

	Learning Objective	Reference
		1986
3.2	Discuss cultural models, such as Hofstede's (1980, 1991) dimensions: individualism vs. collectivism, power distance, uncertainty avoidance, masculinity/femininity, and long vs. short-term orientation.	Ang, 2007, Chao, 2005; Hofstede, 1980,1991; Hong et al, 2001;Thomas, 2006; Trompenaars, 1998; Triandis, 1994; Tsui, 2007
3.3	Assess one's own cultural assumptions, values, and biases, and how they may be viewed by other identity groups when evident.	Ang, 2007 Chao, 2005; Case, 2007; Chávez, 1999; Cross, 1991; Helms,1993; Hofstede, 1997;Hong et al, 2001; LaFleur,2002; Logel et al, 2009; McDermott,2005; Parker, 2002; Rubin et al, 1998; Rudman, 2001Scott,2001;Sellers,2003; Taijfel, Turner, 1986; Thomas 2006; Tsui, 2007
3.4	Analyze how one's own cultural assumptions, values, and biases differ from other value systems (e.g., understanding how one's own social identity is viewed by members of social identity and culture).	Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 994; Haddock, 1993; Park, 2005; Richeson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Steele, 2010; Valian, 1998; Vendantam, 2010
3.5	Analyze how another's cultural values and social identity affect their behavior.	Aronson, Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Case 2007; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 994; Haddock, 1993; Hofstede, 1997; Jackson, 1997; Osland, Bird, 2000; Park, 2005; Richeson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Stewart Payne, 2008; Valian, 1998; Vendantam, 2010
3.6	Describe the formation of privilege and bias structures (stereotypes, prejudice and discrimination) as well as attitude formation (how attitudes develop and how they change) and attribution formation (how attributions are made about others' behavior).	Allport, 1954; Aronson, Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 1994;

	Learning Objective	Reference
		Haddock, 1993; Park, 2005; Richeson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Valian, 1998; Vendantam, 2010
3.7	Compare the mechanisms of implicit and aversive racism, stereotype threat and identity threat and how they have an impact on performance.	Banji, 1994; Brown, 2005; Carter et al, 2006; Fazio, 1995; Pettigrew et al, 2008; Richeson, 2001; Steele, 2010 Sue, 2010; Watson, 2008; Ziegert et al, 2005
3.8	Detect situational cues that indicate a particular cultural schema or behavioral script is relevant.	Abbe, 2007, 2008; Adler, 1997; Ang, 2007; Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Case 2007; Chao, 2005; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 994; Haddock, 1993; Hofstede, 1980, 1991; House, 2004; Park, 2005; Richeson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Valian, 1998; Vendantam, 2010
3.9	Derive meaning out of perceptual cues and factors within a situation.	Abbe, 2007, 2008; Adler, 1997; Ang, 2007; Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Case, 2007; Chao, 2005; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 994; Haddock, 1993; Hofstede, 1980, 1991; House, 2004; Park, 2005; Richeson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Valian, 1998; Vendantam, 2010
3.10	Assess the cultural context when interpreting environmental cues.	Abbe, 2007, 2008; Adler, 1997 Hofstede, 1997; Osland, Bird, 2000; Sanchèz-Burke et al, 2000; Valian, 1998;
3.11	Apply sensitivity to individual diversity by managing both explicit and aversive bias – avoiding stereotypes, prejudice and discrimination – and respecting differences	Aronson, Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 994; Haddock, 1993; Osland, Bird,

	Learning Objective	Reference
		2000; Park, 2005; Richardson, 2001; Rudman,2001, Ryan, 2007; Sanchèz-Burke et al, 2000; Valian, 1998; Vendantam, 2010

Learning Recommendation 4: Communication Skills

	Learning Objective	Reference
4.1	State the importance of forming, articulating, and modeling a philosophy of leveraging diversity, and creating inclusion is critical to the organizational missions, whether unit, group, team, or other organizational element. Understand this philosophy is articulated both verbally, and non-verbally, and will be "read" by other identity groups.	Aronsnon,Steele,2005; Banji, 1994; Bargh, 1991; Carli, 2001; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett,1994; Haddock, 1993; Park, 2005; Richeson, 2001; Rudman,2001; Ryan, 2007; Sanchèz-Burke et al, 2000; Stewart, Payne, 2008; Valian, 1998; Vendantam, 2010
4.2	Explain how personality and diversity cultures can result in different methods of verbal and non-verbal communication, acceptable behaviors, and display rules, world views, and explanations for events.	Ang, 2007, Carli, 2001;Chao, 2005; Dickens, 1982;Early, 2003;Gelfand, 2007; Hargrove, 1995; Hegelson, 1990; Hofstede, 1980,1997; Landis, Baghat, 2001;Livers, Caver, 2003; Luke et al , 2000;Matsumoto, 2001; McDonald et al., 2008; Nkomo, Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007;Ross et al, 2010; Russell et al., 1995; Selmeski, 2007; Tannen, 1994; Thomas, 2006, Tsui, 2007
4.3	Interpret and communicate thoughts and ideas in a way that is relevant to the listener or adjust communication style to meet expectations of audience. Recognize that others may communicate in a style different from yours.	Ang, 2007; Carli, 2001;Chao, 2005; Dickens, 1982; Hegelson, 1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Caver, 2003; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Tannen, 1994

	Learning Objective	Reference
4.4	Recognize the non-verbal messages sent by behaviors and how they may be interpreted by different groups.	Agyris,1999, 2003; Aronson, Steele, 2005; Bargh,1999; Dovidio, 2002; Fazio,1990; Dovidio, Gaertner, 1986; Logel et al, 2009; McDermott, 2006, Steele, 2010; Sue, 2010; Ziegert, 2005
4.5	Recognize micro-aggression and its function in maintaining privilege in organizations.	Sue, 2010; Jaffer, et. al., 2009.
4.6	Interpret and use a range of acceptable behaviors and display rules, and understand how different methods of verbal and non-verbal communication (e.g., facial expressions and gestures, personal distance, grooming and apparel standards, sense of timing) are relevant in different contexts.	Ang, 2007 Carli, 2001;Chao, 2005; Dickens, 1982;Early, 2003; Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Ross et al, 2010; Tannen, 1994; Thomas, 2006; Tsui, 20007
4.7	Communicate effectively in groups and in one-on-one conversations, taking audience and type of information into account.	Ang, 2007 Carli, 2001;Chao, 2005; Dickens, 1982;Early, 2003; Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Ross et al, 2010; Tannen, 1994; Thomas, 2006; Tsui, 20007
4.8	Listen carefully to others, paying close attention to the speaker's point of view, thoughts, feelings, and perceptions. Develop active listening skills to enhance communications in multi-cultural contexts or to prevent, solve, or mediate problems when interacting with non-native speakers.	Ang, 2007 Carli, 2001;Chao, 2005; Dickens, 1982;Early, 2003; Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al , 2000; McDonald

	Learning Objective	Reference
		et al., 2008; Nkomo, Bell, 2001; Parker, 2002; Pratto et al, 2001; Punkett,2007; Ross et al, 2010; Semleski, 2007; Tannen, 1994; Thomas, 2006; Tsui, 20007; Valian, 1998
4.9	Seek additional clarifying information when necessary.	Carli, 2001; Dickens,1982; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Tannen, 1994, Valian, 1998
4.10	Use appropriate terms, examples, and analogies that are meaningful to the audience and help to build rapport. Do not use analogies or examples from a narrow personal experience that may have no meaning to audience.	Carli, 2001; Dickens,1982; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Tannen, 1994, Valian, 1998
4.11	Act as a voice for perspectives, levels, and cultures within the organization that are not otherwise represented.	Conference Board, 2006; Cox, 1993;Griggs,199 ; Guillory,1994; Morrison,1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely 1996; Thomas, 1991; Van Knippenberg et al, 2001
4.12	Apply skills to keep group communication on target and on schedule while permitting disagreement and discussion. Relate problems of intercultural interaction to conflicting communicative conventions and identify their effects on the communication processes.	Carli, 2001; Dickens,1982;Early, 2003;Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008;

	Learning Objective	Reference
		Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Tannen, 1994

Learning Recommendation 5: Interpersonal Skills

	Learning Objective	Reference
5.1	Assess one's own personal strengths and weaknesses in interpersonal skills to interact more effectively in cross-cultural and diverse contexts.	Banji ,1994; Cox,1993; Dovidio,2002; Fiske,1998; Foschi ,2000; George et al 2010;Griggs,1995; Guillory, 1994; Harrison,2007;Homan et al, 2007; McDonald et al., 2008 ; Morrison, 1992; GAO, 2005; Page, 2007; Rowe & Gardenschwartz, 1997; Steele, 1999, 2010; Thomas & Ely, 1996; Thomas, 1991; Van Knippenberg et al, 2001;Vendantam, 2010; Yuengling 2005
5.2	Assess self-awareness about one's own biases, preferences and cultural norms, and understand the organizational and interpersonal implications.	Banji ,1994; Cox,1993; Dovidio,2002; Fiske,1998; Foschi ,2000; George et al 2010;Griggs,1995; Guillory,1994; Harrison,2007;Homan et al, 2007; McDonald et al., 2008 ; Morrison, 1992; GAO, 2005; Page, 2007; Rowe & Gardenschwartz, 1997; Steele, 1999, 2010; Thomas & Ely, 1996; Thomas, 1991; Van Knippenberg et al, 2001;
5.3	Engage in self-management when biases are activated. Recognize when these are activated by interpersonal or other organizational actions.	Aghazadeh,2004;Basset Jones,2005; Bradley et al, 2005;Carli, 2001; Combs,2006; Cox, 1993, DeWitt,2008; DiTomaso, 1994; Frink et al, 2003; Homan, 2008; Horowitz,

	Learning Objective	Reference
		2007; Jayne, 2004; Kearny,2009; Kirkman, 2005;McKay,Avery, 2010;Page, 2007, Ng, 2008, Thomas &Ely 1996**;** Vendantam, 2010; Yuengling 2005
5.4	Describe basic communication, influence, and conflict management techniques that are consistent with social and organizational norms and role expectations, as well as others' ways of thinking and operating.	Ang, 2007; Carli, 2001; Chao, 2005; Dickens,1982;Early, 2003;Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al , 2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Tannen, 1994; Thomas, 2006; Tsui, 2007
5.5	Demonstrate and maintain positive rapport by showing respect, courtesy, tact, and openness. Positive rapport is defined as good working relationships.	Conference Board, 2006; Cox,1993; Griggs,1995; Guillory,1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
5.6	Interact effectively with a variety of people. Interact effectively means the ability to accomplish the mission through good working relationships.	Conference Board, 2006; Cox,1993; Griggs,1995; Guillory,1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
5.7	Relate and adjust well to people from varied backgrounds in different situations.	Conference Board, 2006; Cox,1993; Griggs,1995; Guillory,1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997;

	Learning Objective	Reference
		Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
5.8	Overcome language barriers when necessary.	Brown, 2005; Chávez, 1999; Chobot-Mason, 2007; Cox, 1993; GAO, 2005; Garrett, 1994; Griggs, 1995; Guillory, 1994; Helms. 1993; Pettigrew et al, 2008; Rowe & Gardenschwartz ,1997; Thomas & Ely,1996; Thomas, 1991; Sue, 1999; 2010; Van Knippenberg et al 2001; Yuengling, 2005
5.9	Assess and respond appropriately within a work place context to the emotional and psychological needs of others.	Cox,1993; Griggs,1995; Guillory, 1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
5.10	Engage - communicate and interact – with others from diverse cultures.	Cox,1993; Griggs,1995; Guillory, 1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
5.11	Create and manage interpersonal cross-cultural relationships.	Brown, 2005; Chávez, 1999; Chobot-Mason, 2007; Cox,1993; Dovidio , 2002; GAO, 2005; Garrett, 1994; George et al, 2010; Griggs,1993; Guillory,1994; Helms. 1993; LaFleur, 2007; McDonald et al., 2008 ; Morrison, 1992; Pettigrew et al, 2008; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely,1961; Thomas ,1991; Sue, 1999; 2010 Van

	Learning Objective	Reference
		Knippenberg et al 2001; Yuengling, 2005
5.12	Ensure all members of all demographic groups have equal access, and equal ability to engage on work-related issues.	Cox,1993; Griggs,1995; Guillory, 1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001

Learning Recommendation 6: Cultural Adaptability

	Learning Objective	Reference
6.1	Adapt own behavior when working with other cultures. Adjust behavior as necessary and as appropriate within a DoD setting, to comply with or show respect for others' values and customs.	Case, 2007; Chavèz, 1999; Cross, 1991; Helms,1993; Hofstede, 1997; Hong et al, 2001;Kets de Vries, 1999, LaFleur,2002;Lewis, 2006; Logel et al, 2009; McDermott,2005; Parker, 2002; Rubin et al, 1998; Trompenaars, 1998; Triandis, 1994; Scott, 2001;Sellers 2003
6.2	Gather and interpret information about people and surroundings to increase awareness about how to interact with others. Understand the implications of one's actions and adjust behavioral approach to maintain positive relationships with other groups or cultures.	Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Case, 2007; Carli, 2001; Chavèz, 1999; Cross, 1991; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 1994; Haddock, 1993 Helms,1993; Hofstede, 1997;Hong et al, 2001;LaFleur,2002; Logel et al, 2009; McDermott, 2005; Park, 2005; Parker, 2002; Richeson, 2001; Rudman,2001, Ryan, 2007; Rubin et al, 1998; Sanchèz-Burke et al, 2000; Scott,2001; Sellers,2003;Valian, 1998;

	Learning Objective	Reference
		Vendantam, 2010
6.3	Integrate into situations in which people have different values, customs, and cultures.	Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Case, 2007; Carli, 2001; Chavèz, 1999; Cross, 1991; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 1994; Haddock, 1993 Helms,1993; Hofstede, 1997;Hong et al, 2001;LaFleur,2002; Logel et al, 2009; McDermott, 2005; Park, 2005; Parker, 2002; Richeson, 2001; Rudman,2001, Ryan, 2007; Rubin et al, 1998; Sanchèz-Burke et al, 2000; Scott,2001; Sellers,2003;Valian, 1998; Vendantam, 2010
6.4	Demonstrate respect for others' values and customs.	Aronson,Steele,2005; Banji, 1994; Bargh, 1991; Case, 2007; Carli, 2001; Chavèz, 1999; Cross, 1991; Devine, Montieth, 2002; Dovidio, 2001; Fiske, 1998; Garrett, 1994; Haddock, 1993 Helms,1993; Hofstede, 1997;Hong et al, 2001;LaFleur,2002; Logel et al, 2009; McDermott, 2005; Park, 2005; Parker, 2002; Richeson, 2001; Rudman,2001, Ryan, 2007; Rubin et al, 1998; Sanchèz-Burke et al, 2000; Scott,2001; Sellers,2003;Valian, 1998; Vendantam, 2010
6.5	Effectively manage complex group dynamics and ambiguity.	Carli,2001; Dickens,1982; Early, 2003; Gelfand,2007; Hargrove, 1995; Hegelson,1990; Hofstede, 1980,1997; Landis, Baghat, 2001; Livers, Cavers, 2003;

	Learning Objective	Reference
		Luke et al ,2000; McDonald et al., 2008; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Ross et al, 2010; Tannen, 1994

Learning Recommendation 7: Leading Others

	Learning Objective	Reference
7.1	Create an inclusive environment. Be a role model for inclusion and culturally adaptive behavior.	Conference Board, 2006; Cox,1993; Griggs,1995; Guillory,1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001
7.2	Use a multicultural approach in work groups where differences are acknowledged, versus a "colorblind" approach where differences are ignored.	Markus, Steele, 2002; Norton, 2006; Richeson, et al, 2004; Ryan, 2007;Wolsko et al, 2000
7.3	Set and communicate performance standards, evaluate workers on results not style	Guillory,1994; Morrison 1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely,1996; Thomas , 1991, Yuengling, 2005
7.4	Demonstrate attention to a relevant super ordinate identity when working in diverse work groups.	Homan, 2007, 2008; Rink, 2007; Van der Vegt,2005; Vorauer et al, 2009, Watson, 2002; Yuengling, 2005
7.5	Recognize the racial, gender and ethnic cultural issues in mentoring.	Allen, 2001; Butler, 1999; Cohen, Steele, 1999; Foschi, 2000; Hargrove, 1995; Hegelson, 990; Livers, Caver, 2005; Moskos; 1996; Parker, 2002; Sanchèz, 2008; Sellers; 2003; Tannen, 1999
7.6	Seek and use feedback from diverse sources. Provide constructive feedback to all team members	Guillory,1994; Morrison, 1992; GAO,2005; Rice, 2009;

	Learning Objective	Reference
		Rowe & Gardenschwartz, 1997; Thomas & Ely,1996; Thomas , 1991, Yuengling, 2005
7.7	Set and communicate performance standards, evaluate workers on results not style	Guillory,1994; Morrison 1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely,1996; Thomas , 1991, Yuengling, 2005
7.8	Select team members based on task related abilities, not on ethnicity.	Guillory,1994; Morrison 1992; GAO, 2005; Rice, 2009; Rowe & Gardenschwartz, 1997; Thomas & Ely,1996; Thomas , 1991, Yuengling, 2005
7.9	Ensure all decisions and behaviors reflect a commitment to fairness, understanding the difference between process fairness and outcome fairness.	Conference Board, 2006; Brockner, 2006; Cox,1993; Griggs,1995; Guillory,1994; McDonald et al., 2008 ; Morrison, 1992; GAO,2005; Rice, 2009; Rowe & Gardenschwartz ,1997; Thomas & Ely, 1996; Thomas ,1991; Van Knippenberg et al 2001, Yuengling, 2005
7.10	Develop direct reports and nurture talent throughout organization	Carli,2001; Dickens,1982; Early, 2003; Gelfand,2007; Griggs,1995; Guillory,1994;Hargrove, 1995; Hegelson,1990; Landis, Baghat, 2001; Livers, Cavers, 2003; Luke et al; 2000; Morrison, 1992; Nkomo,Bell, 2001; Parker, 2002; Pratto, et al, 2001; Punkett,2007; Rowe & Gardenschwartz, 1997; Thomas ,1991

Validation of model

This initial set of diversity competencies and learning objectives represents a synthesis of "advanced expert knowledge" at the competency, if not the descriptor level, and maps one-to-one to the Department of Defense Cross-Cultural Competency (3C) model. The diversity competencies can be used as the basis for the training objectives for a rigorous, research-based diversity training plan of instruction. In the face of continuing existing challenges to a more traditional competency model methodology, one method of validating these competencies would be to train a pilot class to the competencies, and follow up with a longitudinal analysis of their performance as effective managers of diversity.

References

Abbe, A. (2008). *Building cultural capability for full-spectrum operations* (Study Report 2008-04). Arlington, VA: United States Army Research Institute for the Behavioral and Social Sciences.

Abbe, A., Gluck, L., & Herman, J. L. (2007). *Cross-cultural competence in Army leaders: A conceptual and empirical foundation* (ARI Study Report 2008-01). Arlington, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Adler, N. J. (1997). *International dimensions of organizational behavior.* Cincinnati, OH: South Western College Publishing.

Agars, M. (2004). Reconsidering the Impact of gender stereotypes on the advancement of women in organizations. *Psychology of Women Quarterly*, *28*, 103-111.

Aghazadeh, S. (2004). Managing workforce diversity as an essential resource for improving organizational performance. *International Journal of Productivity & Performance Management*, *53*(5-6), 521-531.

Allen, T. E., (2004). Factors related to mentor reports of mentoring functions provided: Gender and relational characteristics. *Sex Roles: A Journal of Research, 50*(2), 129-140.

Agyris, C. (2003). A life full of learning. *Organization Studies, 24*(7), 1178-1793.

Argyis, C., & Schön, D.A. (1999). *On organizational learning.* 2cd Ed. Reading, Mass: Addison Wesley.

Allport, G. (1954). *The nature of prejudice.* New York: Perseus Publishers.

Ang, S.,Van Dyne, L., Koh, C., & Ng, K. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review, 3*(3), 335–371.

Antecol, H., & Cobb-Clark, D. (2001). Men, women, and sexual harassment in the U.S. military. *Gender Issues,* 19(1), 3-19.

Antecol, H., Cobb-Clark, D. (2006). The sexual harassment of female active-duty personnel: Effects on job satisfaction and intentions to remain in the military. *Journal of Economic Behavior and Organization, 61*(1), 55-80.

Aronson, J. & Steele, C.M. (2005). Stereotypes and the fragility of human competence, motivation, and self-concept. In C. Dweck & E. Elliot (Eds.), *Handbook of competence & motivation.* New York: Guilford.

Bajdo, L. D. (2001, September). Perceptions of organizational culture and women's advancement in organizations. *Sex Roles: A Journal of Research,* 399-415.

Banji, M., & Greenwald, A. (1994). Implicit Stereotyping and Prejudice. In M. Zanna & J. Olsen, (Eds.), (55-76). *The psychology of prejudice,* New Jersey: Erlbaum Publishers.

Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 361–382). New York: Guilford Press.

Bartram, D. (2004). Assessment in organizations. *Applied Psychology: An International Review*, 53, 237-259.

Bassett-Jones, N. (2005). The paradox of diversity management, creativity and innovation. *Creativity & Innovation Management*, *14*(2), 169-175.

Bennett, M. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, *10*(2), 179-196.

Belkin, A. (2003, Spring). Don’t ask, don’t tell: Is the gay ban based on military need? *Parameters,* 108-119.

Biernat, M., et al. (1998). All that you can be: Stereotyping of self and others in a military context. *Journal of Personality and Social Psychology, 75*(2), 301-317.

Binkin, M., &Eitelberg, M. J. (1986). Women and minorities in the all-volunteer force. In W. Bowman, R. Little, & G.T. Sicilia (Eds.), *The all volunteer force after a decade: Retrospect and prospect* (pp. 73-102). McLean, VA: Pergamon-Brassey's.

Boulter, N., Dalziel, M., PhD., & Hill, J. (Eds.). (1998). *Achieving the perfect fit*. Houston: Gulf Publishing Company

Bowens, V. L. (1999). Is There a Gap in Our Military's Sexual Harassment Policy Between Senior Leaders and Commanders Who Implement the Policy (AU/ACSC/013/1999-04). Maxwell Air Force Base, AL: Air Command and Staff College. (ADA395149)

Bradley, L., Kirkman, D., & Shapiro, L. (2005). The impact of cultural value diversity on multicultural team performance. In T. Devinney, T. Pedersen & L. Tihanyi (Eds.), *Managing multinational teams: Global perspectives. Advances in international management 18*, (pp. 33-67). Emerald Group Publishing Limited.

Brockner, Joel, (2006, March). Why it's so hard to be fair. *Harvard Business Review*, 122–128.

Brown, R., & Hewstone, M. (2005). An integrative theory of intergroup contact. In M. P. Zanna (Ed.), *Advances in experimental social psychology, 37* (pp. 255–343). San Diego, CA: Elsevier Academic Press.

Bunn, S. (2010). Straight Talk: The Implications of repealing "Don't Ask, Don't Tell" and the rationale for preserving aspects of the current policy. *Military Law Review*, 203, 207.

Butler, R. (1999). Why Black officers fail. *Parameters* Autumn 1999, pp54-69

Carli, L. (1999, Spring). Gender, interpersonal power, and social influence: Social influence and social power, using theory for understanding of social issues. *Journal of Social Issues*, pp 81-99

Carli, L. (2001). Gender and Social Influence. *Journal of Social Issues, 57*(4), 725-742.

Carter, J. D., Hall, J. A., Carney, D. R., & Rosip, J. C. (2006). Individual differences in the acceptance of stereotyping. *Journal of Research in Personality, 40*, 1103–1118.

Case, K. (2007). Raising White privilege awareness and reducing racial prejudice: Assessing diversity course effectiveness. *Teaching of Psychology, 34*(4), 231-235.

Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Center for Army Leadership. (2006). *Cultural understanding and language proficiency standards*. Fort Leavenworth, KS: Combined Arms Center.

Chao, G., Moon, H. (2005). The cultural mosaic: A metatheory for understanding the complexity of culture. *Journal of Applied Psychology*, *90*, 1128-1140.

Chávez, A. & Guido-DiBrito, F. (1999, Winter). Racial and ethnic identity development. *New Directions for Adult and Continuing Education*, *84*, 39-47

Chipman, S. F., Schraagen, J. M., & Shalin, V. L. (2000). Introduction to cognitive task analysis. In J. M. Schraagen, S. F. Chipman, & V. L. Shalin (Eds.), *Cognitive Task Analysis* (pp. 3-23). Mahwah, NJ: Erlbaum.

Clark, R. E., & Estes, F. (1999). The development of authentic educational technologies. Educational Technology, 39(2), 5-16.

Chrobot-Mason, D., Ruderman, M., Weber, T., & Ernst, C. (2009, November). The challenge of leading on unstable ground: Triggers that activate social identity faultlines. *Human Relations*, *62*(11), 1763-1794.

Chrobot-Mason, D., Ruderman, M., Weber,T., Ohlott, P., & Dalton, M. (2007). Illuminating a cross-cultural leadership challenge: When identity groups collide. *The International Journal of Human Resource Management*, *18*(11), 2011-2036.

Clymer, A. (2003, Jan. 28). Service academies defend use of race in their admissions policies. *New York Times*, Section B.

Cohen, G., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, *25*, 1302-1318.

Collins, R. M., & Johnson, S. M. (2006). *Within the walls: An analysis of sexual harassment and sexual coercion at Naval Consolidated Brig Miramar*. (Master's Thesis). Monterey, CA: Naval Postgraduate School. (ADA456966)

Conference Board, (2006) *Creating a competency model for diversity practitioners*. New York

Combs, G. M. (2002). Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training. *Journal of Leadership Studies*, *8*(4) 1-17.

Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, *59*, 501–528.

Cook, P. J., Jones, A. M., Lipari, R. N., & Lancaster, A. R. (2005). *Service academy 2005 sexual harassment and assault survey*. Arlington, VA: Defense Manpower Data Center. (ADA440848)

Cox, T. (1993). *Cultural diversity in organizations; theory, research, practice*. San Francisco: Barrett- Koehler Publishers.

Cross, W.E. (1991). *Shades of Black: Diversity in African American identity.* Philadelphia, Temple University Press.

Cucina, J. M., Vasilopoulos, N. L., & Sehgal, K. G. (2005). Personality-based job analysis and the self-serving bias. *Journal of Business and Psychology*, 20, 275-290.

Dansby, M., & Landis, D. (1991). Measuring equal opportunity climate in the military environment. *International Journal or Intercultural Relations, 15*, 389-405.

Department of Defense, (2010) *Cross cultural competence roadmap*

Devine, P. G., & Monteith, M. J. (1999). Automaticity and control in stereotyping. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 339-360). New York: Guilford Press.

Devine, P., & Monteith, M.J. (2002). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, 83(3), 835-848

Dewitt, F., & Greer, L., (2008). The Black-Box Deciphered: A Meta-Analysis Of Team Diversity, Conflict, And Team Performance. *Academy of management transformational leadership and follower attitudes: The role of diversity climate.* University of Amsterdam.

Dickens, F., & Dickens, J. (1982). *The Black manager, making it in the corporate world*. New York: AMACOM.

Dierdorff, E. C., & Wilson, M. A. (2003). A meta-analysis of job analysis reliability. *Journal of* Applied Psychology, 88, 635-646

Di Tomaso, N., & Hooijberg, R., (1996, Summer). Diversity and the demands of leadership. *The Leadership Quarterly* 7(2), 163-187.

Dovidio, J., Gaertner, S. (Eds.). (1987). *Prejudice, discrimination, and racism*. Orlando, FL: Academic Press.

Dovido, J. F., Niemann, S., & Snider, K. (2001). Racial, Ethnic, and Cultural Differences in Responding to Differences and Discrimination on Campus: Stigma and Common Group Identity. *Journal of Social Issues, 57*(1), 167-185.

Dovidio, J.F., Kawakami, K., & Gaertner, S.L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology, 82*, 62–68.

Earley, P.C., & Ang, S. (2003). C*ultural intelligence: Individual interactions across cultures*. Stanford University Press.

Egan, T. M. (2005). Creativity in the context of team diversity: Team leader perspectives. *Advances in Developing Human Resources*, *7*(2), 207-225.

Equal Opportunity Employment Commission, (2003) *Equal Opportunity Management Directive 715*. Http://www.eeoc.gov/federal/directives/md715.cfm

Evans, R. (2001). *Military Policies concerning Homosexuals, Development, Implementation, Outcomes.* Santa Barbara: Center for the Study of Sexual Minorities in the Military.

Fazio, R. (Ed.). (1986). *How do attitudes guide behavior?* New York: Guilford Press.

Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology, 69,* 1013–1027.

Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology, 23* (75-109). Orlando, FL: Academic Press.

Fiske, S. T. (1998). Stereotyping, prejudice, and discrimination. In D. T. Gilbert, S. T. Fiske, & G. Lindzey(Eds.), *Handbook of social psychology* (357-411). Boston: McGraw-Hill.

Foschi, M. (2000). Double Standards for competence: Theory and Research. *Annual Review of Psychology*, p. 21.

Frink, D. D., Robinson, R. K., Reithel, B., Arthur, M. M., Ferris, G. R., Kaplan, D. M. et al. (2003). Gender demography and organizational performance: A two-study investigation with convergence. *Group and Organization Management, 28,* 127-147.

Garrett, J., Walking Stick Garrett, M. (1994). The path of good medicine: Understanding and counseling Native Americans. *Journal of Multicultural Counseling and Development. 22,* 134-144.

Gelfand, M., Erez, M., Aycan, Z., (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479-514.

George, K.E., Hoffman, B.J, Parks, K.M., & McDonald, D.P. (2010). Transformational leadership and follower attitudes: The role of diversity climate. *Poster Proposal for Society for Industrial & Organizational Psychology (SIOP) 2011 Annual Conference.*

Government Accountability Office (2005). *Diversity management: Expert identified leading practices and agency examples* (GAO-05-90). Washington DC: GAO.

Griggs, L., & Louw, L-L. (1995). *Valuing diversity. New tools for a new reality*. New York: McGraw Hill.

Guillory, W. & Galindo, L. (1994). *Empowerment: For high performing organization.* Salt Lake City. Innovations International Publishing,

Haddock, G., Zanna, M.P., & Esses, V.M. (1993). Assessing the structure of prejudicial attitudes: The case of attitudes toward homosexuals. *Journal of Personality and Social Psychology, 65*, 1105-1118.

Hargrove, R. (1995). *Masterful coaching: Extraordinary results by impacting people and the way they think and work together.* San Francisco: Jossey-Bass Pfieffer.

Harrell, M., Miller, L. (1997). *New opportunities for military women: Effects upon readiness, cohesion and morale* (No. DASWO1-95-C-0059). Santa Monica: RAND.

Harrison, D. A., Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review***,** 32, 1199–1228.

Harrison, D. A., Price, K. H., Gavin, J. H., & Florey, A. T. (2002). Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *Academy of Management Journal***,** *45*, 1029-1045.

Harvey, R. J. (1991). *Job analysis.* In M. D. Dunnette & L. Hough (Eds.), *Handbook of* industrial and organizational psychology (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.

Hegelson, S. (1990) *The female advantage: Women's ways of leadership*. New York: Doubleday

Helms, J. (1993). (Ed.) *Black and white racial identity: Theory research and practice*. Westport Conn: Praeger.

Hofstede,G., (1980). *Culture's consequences: International differences in work related values*. Beverley Hills: CA: Sage.

Hofstede, G., (1997) *Software of the mind, intercultural cooperation and its importance for survival.* New York: McGraw Hill.

Homan, A. C., Hollenbeck, J. R., Humphrey, S., Knippenberg, D., Ilgen, D. R., & Van Kleef, G. A. (2008). Facing differences with an open mind: Openness to experience, salience of intra group differences, and performance of diverse work groups. *Academy of Management Journal***,** *51,* 1204–1222.

Homan, A. C., Van Knippenberg, D., Van Kleef, G. A., &De Dreu, C. K. W. (2007). Bridging fault lines by valuing diversity: Diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology***,** *92,* 1189–1199.

Hong, Y., & Chiu, C. (2001). Toward a paradigm shift: From cross-cultural differences in social cognition to social-cognitive mediation of cultural differences. *Social Cognition, 19,* 181-196.

Hong, Y., Morris, M. W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist, 55,* 709-720.

Horowitz, S., Horowitz, I., (2007) The effects of team diversity on team outcomes: a meta-analytic review of team demography. *Journal of Management,* 33 (6), 987-1015.

Hosek, S. D., Tiemeyer, P. M., Kilburn, R., Strong, D. A., Ducksworth, S., & Ray, R. (2001). *Minority and gender differences in officer career progression* (MR-1184-OSD). Santa Monica, CA: RAND Corporation.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.) (2004). *Culture, leadership, and organizations: the GLOBE study of 62 societies.* Thousand Oaks, CA: Sage Publications.

Hunter, C., & Smith, L., (2010). *Military leadership and education & religion's role in the U.S. military mission* (Technical Report Number 01-10). Patrick Air Force Base, FL: Defense Equal Opportunity Management Institute Research Directorate.

Jackson, B. (1975). Black identity development. *Journal of Educational Diversity, 2*, 19-25.

Jaffer, S., Basu, S., Graebner, R., Offermann, L., & Basford, T. (2009). *What are microaggressions?: Mapping the construct domain.* Symposium presented at the 24th Society for Industrial Organizational Psychology Annual Conference, New Orleans, LA.

Jayne, M., Dipboye, R. L. (2004). Leveraging diversity to improve business performance: research findings and recommendations for organizations. *Human Resource Management*, *43*(4), 409-424.

Jehn, K., Northcraft, G., Neale, M. (1999). Why differences make a difference: a field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, *44*, 1999.

Johnson, A. (2001). *Privilege, power and difference*. Mountain View, Ca :Mayfield Publishing.

Kearney, E., Gebert, D., & Voepel, D. (2009). When and how diversity benefits teams: the importance of team members need for cognition. *Academy of Management Journal*, *52*(3), 581–598.

Kearney, E., & Gebert, D. 2009. Managing diversity and enhancing team outcomes: the promise of transformational leadership. *Journal of Applied Psychology***,** *94*, 77–89.

Kets de Vries, M., Florent-Treacy, E. (1999). *The new global leaders*. San Francisco: Jossey-Bass.

Kirkman, B. L., & Shapiro, D. L. (2005). The impact of cultural value diversity on multicultural team performance. In D. L. Shapiro, M. A. Von Glinow, & J. L.Cheng (Eds.), *Advances in international management: managing multinational teams 18*, (pp. 33–67). London: Elsevier.

Knouse, S. B. (1998). *Keeping "On Task": An Exploration of Task Cohesion in Diverse Military Teams* (DEOMI RSP 98-1). Patrick Air Force Base, FL: Defense Equal Opportunity Management Institute. (ADA359547)

Krauz, M. B. (2006). *The impact of religiosity on midshipman adjustment and feelings of acceptance* (Master's Thesis). Monterey, CA: Naval Postgraduate School. (ADA457510)

LaFleur, K. (2002). White racial identity and white racial consciousness: similarities, differences, and recommendations. *Journal of Multicultural Counseling and Development.*

Lawler, E. E. (1994). From job-based to competency-based organizations. *Journal of* Organizational Behavior, 15, 3-15.

Lievens, F., Sanchez, J. I., & DeCorte, W. (2004). Easing the inferential leap in competency modeling: the effects of task-related information and subject matter expertise. *Personnel Psychology*, 57, 881-904.

Landis, D., & Bhagat, R. (2001). (Eds.). *Handbook of intercultural training (*2nd ed.). Newbury Park: Sage Publications.

Landy, F. J. (2008). Stereotypes, bias, and personnel decisions: Strange and stranger. *Industrial and Organizational Psychology, 1*, 379–392.

Lewis, R. D. (2006). *When cultures collide: Leading across cultures* (3rd ed.). Boston, MA: Nicholas Brealey Publishing.

Lipari, R. N., Lancaster, A. R., & Jones, A. M. (2005). 2004 *Sexual harassment survey of reserve component members* (DMDC-2005-010). Arlington, VA: Defense Manpower Data Center. (ADA433368)

Livers, A. & Caver, K. (2003). *Leading in black and white: Working across the racial divide in corporate America.* Greensboro: Center for Creative Leadership.

Logel, C., Spencer, S., Iserman, E., Walton, G., von Hippel, W., &Bell, E. (2009). Interacting with sexist men can trigger social identity threat among female engineers. *Journal of Personality and Social Psychology. 96*(6), 1089-1103.

Luhtanen, R., & Crocker, J. (1992). A collective self-esteem scale: Self-evaluation of one's social identity. *Personality and Social Psychology Bulletin*, *18*, 302–318.

Luke, C., & Carrington, V. (2000). Race matters. *Journal of Intercultural Studies*, *21*, 5.

Mansfield, R. S. (1996). Building competency models: Approaches for HR professionals. *Human Resource Management*, 35, 7-18.

Matsumoto, D. (2001) *The handbook of culture and psychology*. Oxford University Press

Markus, H. R., Steele, C. M., & Steele, D. M. (2002). Color blindness as a barrier to inclusion: Assimilation and non-immigrant minorities. In R. Schweder, M. Minow, & H. R. Markus (Eds.), *Engaging cultural differences: The multicultural challenge in liberal democracies* (pp. 453–472). New York: Social Sciences Research Council

Mc Donald, D., McGuire, G., Johnston, J., Smelski, B., & Abbe, A. (2008). Developing and managing cross-cultural competence within the department of defense: recommendations

for learning and assessment. Paper presented to Undersecretary of Defense, Washington D.C.

McDermott, M., Samson, F., (2005). White racial and ethnic identity in the United States. *Annual Review of Sociology 31*, 245-261.

McIntyre, R. M., Bartle, S. A., Landis, D., & Dansby, M. R. (2002). The effects of equal opportunity fairness attitudes on job satisfaction, organizational commitment, and perceived work group efficacy. *Military Psychology*, *14*(4), 299-319.

McIntyre, R. M. (2001). *EO fairness effects on job satisfaction, organizational commitment, and perceived work group effectiveness: Does race or gender make a difference*? (RSP-01-9). Patrick Air Force Base, FL: Defense Equal Opportunity Management Institute. (ADA402932)

McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key? *Personnel Psychology*, *60*, 35-62.

McKay, P.F., Avery, D. R., & (2010). Doing diversity right: an empirically based approach to diversity management. In G. Hodginkinson, & K. Ford, (Eds.) *International Review of Industrial and Organizational Psychology* (227-253). New Jersey:Wiley & Sons.

Mirabile, R. J. (1997, August). Everything you wanted to know about competency modeling. *Training and Development*, 73-77.

Morrison, A. (1992). *The new leaders: Leadership diversity in America*. San Francisco: Jossey-Bass.

Moskos, C., & Butler, J. (1996). *All you can be: Black leadership and racial integration the U.S.* Army way. New York: Harper Collins.

Murrel, A., & James, E. (2001, September). Gender and diversity in organizations: Past, present and future directions. *Sex Roles: A Journal of Research*, 243-259.

Naval Air Warfare Center Training Systems Division Defense Language Office, (2010*) A framework for cross cultural competencies and learning recommendations* .

Ng, E. (2008). Why organizations choose to manage diversity? Toward a leadership-based theoretical framework. *Human Resource Development Review*, *7* (1), 58-78.

Nkomo, S. & Bell, E. (2001). *Our separate ways: Black and White women and the struggle for professional identity*. Boston: Harvard Business School Press.

Norton, M. I., Sommers, S. R., Apfelbaum, N. P., Pura, N. & Ariely, D. (2006). Colorblindness and interracial interaction: Playing the political correctness game. *Psychological Science*, *17*, 949–953.

Osland, J. S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cultural sensemaking in context. *Academy of Management Executive*, *14*, 65-77.

Page, S. (2007) *The difference-How the power of diversity creates better groups, firms, schools, and societies*. Princeton: Princeton University Press.

Park, B., & Judd, C. M. (2005). Rethinking the link between categorization and prejudice within the social cognition perspective. *Personality and Social Psychology Review*, *9*, 108–130.

Parks, K., Knouse, S., Crepeau,L., McDonald, D. (2008). Latina perceptions of diversity Climate in the U.S. Military. *Business Journal of Hispanic Research*, *2*(3), 48-61.

Parker, P. (2002, Summer-Fall). Negotiating identity in raced and gendered workplace interactions: The use of strategic communication by African American women senior executives within the dominant culture organizations. *Communication Quarterly*, 251-269.

Pettigrew, T., Tropp, L. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology 38*(6), 922-934.

Prahalad, C. K., & Hamel, G. (1990, May-June). The core competence of the corporation. *Harvard Business Review*, 79-91.

Pratto, F., & Espinoza, P. (2001). Gender, ethnicity, and power. *Journal of Social Issues, 57*(4) 763.

Punkett, B., & Shenkar, O. (2007). *The Handbook for international management research*. Ann Arbor: University of Michigan.

Rice, K. (2009). Strategic diversity: How to leverage the differences within the new workforce for improved performance. Self-Published.

Richeson, J.A., & Nussbaum, R.J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*, 417-423.

Ridgeway, C., Johnson, C., & Diekema, D. (1994). External status, legitimacy, and compliance in male and female groups. *Social Forces, 72*(1), 51-77.

Rink, F., & Ellemers, N. (2007). Diversity as a basis for shared organizational identity: The norm congruity principle. *British Journal of Management, 18*: S17-S27.

Rentsch , J. R., Gunderson A., Goodwin , G., & Abbe, A. (2007, November). *Conceptualizing multicultural perspective taking skills* (Technical Report 1216). Arlington, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences.

Rosen, L., Duran, D., Bliese, P., Halverson, R., Rothberg, M., & Harrison, N. (1996). Cohesion and Readiness in gender-integrated combat service support units: The impact of the women and gender ratio. *Armed Forces and Society: An Interdisciplinary Journal*, *22*(4), 537.

Rowe, A., & Gardenschwartz, L. (1997). *Diverse teams at work*. Alexandria: Society for Human Resource Management.

Rubin, M., & Hewstone, M. (1998). Social identity theory's self-esteem hypothesis: A review and some suggestions for clarification. *Personality and Social Psychology Review, 2*, 40-62.

Rudman, L., Ashmore,R., & Gary, M. (2001). "Unlearning" automatic biases: The malleability of implicit prejudice and stereotypes. *Journal of Personality and Social Psychology, 81*(5), 856-868.

Ryan, C.S., Hunt, J.S., Weible, J.A., Peterson, C.R., & Casas, J.F. (2007). Multicultural and color-blind ideology, stereotypes, and ethnocentrism among Black and White Americans. *Group Processes and Intergroup Relations, 10*, 617–637.

Sackett, P.R., & Laczo, R.M. (2003). Job and work analysis. In W.C. Borman, D.R. Ilgen, and R.J. Klimoski (Eds.), Handbook of psychology: Industrial and Organizational*Psychology* (Vol. 12, pp. 21–37). Hoboken, NJ: Wiley.

Sanchèz, B. Colón, Y. (2008). Race, ethnicity and culture in mentoring. In *Handbook of youth mentoring*, D. DuBois, & M. Karcher, [Eds], (468-482). Thousand Oaks: Sage Publications.

Sanchèz-Burks, J., Nisbett, R.E., & Ybarra, O. (2000). Cultural styles, relationship schemas, and prejudice against outgroups. *Journal of Personality and Social Psychology*, 174-189.

Scheper. J., Frank, N., Belkin, A., Gates, G. (2008). "The Importance of objective analysis" on gays in the military: A response to Elaine Donnelly's "Constructing the co-ed military" (2008). *Duke Journal of Gender Law*, 419.

Scott, D., & Robinson,T. (2001, Fall). White male identity development: the key model (Practice and Theory). *Journal of Counseling and Development, 79*(4), 415-422.

Segal, M., & Bourg, C. (2002). Professional leadership and diversity in the army. In D. Snider & S. Watkins (Eds.), *The future of the army profession*. New York: McGraw Hill Publishing.

Sellers, R. M., & Shelton, J. N. (2003). The role of racial identity in perceived racial discrimination. *Journal of Personality and Social Psychology*, *84*,1079–1092.

Selmeski, B. R. (2007). Military cross-cultural competence: Core concepts and individual development (Occasional Paper Series-Number 1). Royal Military College of Canada, Centre for Security, Armed Forces, and Society.

Schippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., et al. (2000). The practice of competency modeling. *Personnel Psychology, 53,* 703 – 740.

Sims, C., Drasgow, F., & Fitzgerald, L., (2005). The effects of sexual harassment on turnover in the military: Time-dependent modeling, *Journal of Applied Psychology, 90*(6), 1141–1152.

Solórzano, D.,Ceja,M.,& Yosso,T.(2000 Winter) Critical race theory, racial microaggressions, and campus racial climate: The experience of African American college students. *Journal of Negro Education, 69, 60-73*

Spencer, L. M., McClelland, D. C., & Spencer, S. (1994). *Competency assessment methods: History and state of the art.* Boston: Hay-McBey Research Press.

Stewart, B., Payne, K. (2008). Bringing automatic stereotyping under control: Implementation intentions as efficient means of thought control. *Personnel Social Psychology, 34* (10), 1332-1345.

Steele, C. M. (1999). Thin ice: "Stereotype threat" and black college students. *The Atlantic Monthly, 284*(2), 44-47; 50-54.

Steele, C.M. (2010) *Whistling Vivaldi and other clues to how stereotypes affect us*. New York Norton & Company.

Steele, C.M. & Aronson, J. (1995). Stereotype threat and the intellectual performance of African Americans. *Journal of Personality and Social Psychology, 69*(5), 797-811.

Stevens, F., Plaut, V., & Sanchèz-Burks, J. (2008, March). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *Journal of Applied Behavioral Science, 44*(1), 116-133.

Stewart, G. L. (2006). A meta-analytic review of relationships between team design features and team performance. *Journal of Management, 32*, 29-54.

Stewart, J. B. (2001). *The effects of discrimination on job satisfaction in the military: Comparing evidence from the armed forces equal opportunity survey and the military equal opportunity climate survey* (RSP-01-5). Patrick Air Force Base, FL: Defense Equal Opportunity Management Institute. (ADA401928)

Sue, D.W. (2010). *Microaggressions in Everyday Life.* New York, John Wiley & Sons.

----------. *Microaggressions and Marginality*. New York, John Wiley & Sons.

Sue, D.W., & Sue D. (1999). *Counseling the culturally different.* New York: John Wiley & Sons.

Tajfel, H., & Turner, J. (1986). The social identity theory of intergroup behavior. In S. Woechel & L.W. Austin (Eds.), *Psychology of intergroup relations*. Chicago: Nelson-Hall.

Tannen, D. (1994). *Talking from 9-5 women and men in the workplace: Language sex and power.* New York: Avon Books.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, *74*(5), 79–90.

Thomas, D., & Ely, R. J. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly, 46*(4), 89-112.

Thomas, D., (2006, February). Domain and development of cultural intelligence: The importance of mindfulness. *Group Organization Management*, *31*(1),78-99.

Thomas, R. (1991). Beyond race and gender. New York: AMACOM

Thompson, C.E. & Neville, H.A., (1999) Racism, Mental Health, and mental health practice. *Counseling Psychologist, 27*, 155-223.

Triandas, H., & Brislin, R. (Eds.). (1980). *Handbook of cross-cultural psychology*. Boston: Allyn & Bacon.

Triandis, H.C. (1994). *Culture and social behavior*. New York: McGraw Hill.

----------. (2006). Cultural intelligence in organizations. *Group and Organization Management*, *31*, 20-26.

Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture*. New York: McGraw Hill.

Tsui, A. S., Nifadkar, S. S., & Ou, A.Y. (2007). Cross-national, cross-cultural organizational behavior research: Advances, gaps, and recommendations. *Journal of Management, 33*, 426-478.

Titunik, R. (2000, Winter). The first wave: Gender integration and military culture. *Armed Forces and Society: An Interdisciplinary Journal*, *26*(2), 229-253.

Unzueta, M., & Lowery, B. (2008, November). Defining racism safely: The role of self-image maintenance on white Americans' conceptions of racism. *Journal of Experimental Social Psychology*, *44*(6), 1491-1497.

Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: Massachusetts Institute of Technology.

Van der Vegt, G. S., & Bunderson, J. S. (2005). Learning and performance in multidisciplinary teams: The importance of collective team identification. *Academy of Management Journal***,** 48, 532-548.

Van Knippenberg, D., & Schippers, M. C. (2007). Workgroup diversity. In M. I. Posner & M. K. Rothbart (Eds.), *Annual review of psychology***,** *58* (pp. 515–541). Palo Alto, CA: Annual Reviews.

Vendantam, S. (2010). *The hidden brain*. New York: Spiegel & Grau.

Vorauer, J. D., Gagnon, A., & Sasaki, S. (2009). Salient intergroup ideology and intergroup interaction. Association for Psychological Science *20*(7), 838-343.

Vorauer, J.D., & Turpie, C.A. (2004). Disruptive effects of vigilance on dominant group members' treatment of out-group members: Choking versus shining under pressure. *Journal of Personality and Social Psychology*, *87*, 384–399.

Watson, W., Johnson, L., & Zgourides, G. (2002). The influence of ethnic diversity on leadership, group process and performance: an examination of learning teams. *The Journal of Intercultural Relations*, *26*(1), 1-16.

Watson, S. (1998) .Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science*, *20*, 1132-1139.

Wetzer, I.M., & Van Hemert, D.A. (2008). Cultural diversity in military teams: Which factors influence effectiveness? *TNO Defence Security and Safety*. Soesterberg (Netherlands).

Wolsko, C., Park, B., Judd, C.M., & Wittenbrink, B. (2000). Framing interethnic ideology: Effects of multicultural and color-blind perspectives on judgments of groups and individuals. *Journal of Personality and Social Psychology, 78*, 635-654.

Wong, L. (2003). *Strategic leadership competencies (*Monograph for the Strategic Studies Institute). Carlisle Barracks, PA: U.S. Army War College.

Wong, L. (2004). *Developing adaptive leaders: The crucible of experience of Operation Iraq Freedom*. (Monograph 1-58487016709 for the Strategic Studies Institute). Carlisle Barracks, PA: U.S. Army War College.

Yates, K. A. (2007). Toward a taxonomy of cognitive task analysis methods: A search for cognition and task analysis interactions. *Dissertation Abstracts International, 68*, 4A. (UMI No. 3261819)

Yoon, J. T., S. (2000). Supervisor support in the workplace: Legitimacy and positive affectivity. *The Journal of Social Psychology, 140*(3), 295-313.

Yuengling, A.R. (2005). *Leading across diversity: An exploratory study of multiculturalism and leadership behaviors in the U.S. Army.* Ann Arbor, MI: University of Michigan.

Ziegert, J., & Hanges, P. (2005). Employment discrimination: The role of implicit attitudes, motivation, and a climate for racial bias. *Journal of Applied Psychology, 90*(3), 553–562.