Serving a Diverse Audience Workshop Training Proposal

Gilcrease Museum, Tulsa, OK

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15 April 2019

EXECUTIVE SUMMARY

Title: Serving a Diverse Audience Workshop

Institution: Gilcrease Museum of American History and Art

Statement of Need: Gilcrease Museum celebrates all cultures and populations and the diversity that they bring to America. It is a museum for all people, and it's important that all people feel welcome and safe there. It is pivotal that Gilcrease staff and volunteers understand the value and positive impact of diversity in American culture and utilize strategies for interacting and communicating with diverse and underrepresented audiences. There can be a disconnect with staff/volunteers that can make serving this audience potentially unsuccessful.

Goal: To help staff and volunteers understand and appreciate differences in museum audiences and learn skills to help communicate and interact with them successfully.

Description: The Serving a Diverse Audience Workshop will train staff and volunteers on diverse and/or underrepresented audiences. Participants will explore unique perspectives and characteristics from different cultural and underrepresented audiences. They will ask questions and review definitions and preferred language when interacting with a diverse audience. They will role play possible scenarios for interaction with diverse audiences, and they will participate in activities to understand privilege and examine their own unrecognized bias. They will learn strategies to help communicate, interact, and engage with diverse and underrepresented audiences. Then they will work together to brainstorm effective communication and interaction skills that can be implemented within the museum.

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INTRODUCTION

Gilcrease Museum celebrates all cultures, populations, and the diversity that they bring to America. Gilcrease is a museum for all people, and it's important that all people feel welcome and safe while visiting. It is pivotal that Gilcrease staff and volunteers understand the value and positive impact of diversity in American culture and utilize strategies for interacting and communicating with diverse and underrepresented audiences.

To determine the most pressing training needs for the museum, I held a meeting with Gilcrease Museum's Director of Learning and Community Engagement. This person is responsible for the education department including museum educators and docents. A docent is a museum volunteer person who leads formal and informal museum tours for the public. Docents and educators have the most direct interaction with the public, therefore it is important for them to be prudent in their actions. Because of this, the Director of Learning and Community Engagement expressed that one of the highest training needs is learning to understand and interact with diverse audiences. Diverse audiences include but are not limited to diverse cultures, ethnicities, socioeconomic status, sexual orientation, gender identity and expression, and disabilities. For the purpose of this proposal I will focus primarily on broad culture, ethnicity, and socioeconomic status. A diversity training workshop is ideal for this situation. According to Bezrukova et al. (2012), "the key objective of diversity training is for people to learn how to work effectively with different others which may increase overall success for both organizations and individuals." This idea is exactly what is needed in the museum to increase welcome feelings for all visitors.

The proposed training workshop will help staff and volunteers understand and appreciate differences in museum audiences. It will also include skills to help communicate and interact

with them successfully. In a safe space, participants will examine their own attitudes and bias, ask questions, explore definitions and language, role play, and brainstorm effective strategies that can be implemented in the workplace. This proposal includes objectives, full description of the training workshop, budget, timeline, and evaluation plan.

PROPOSED TRAINING PROGRAM

TRAINING OBJECTIVES

The first step in the development of this training workshop was determining a set of training objectives. These objectives are informed by the research of Rossett & Bickham (1994) and Simmons (1992) who state that the goals of diversity programs should include concepts such as harmony, inclusion, and transformation. Goals such as this help people learn how to work effectively with people different than them in positive and successful ways. The list of training objectives is found in Table 1.

Table 1: Training Objectives

Training Objectives
1. Understand how diversity awareness supports the mission of Gilcrease Museum.
2. Understand relationships between diversity and inequality, and social, economic, and political power.
3. Understand stereotypes, where they come from, and why the exist.
4. Critically examine personal attitudes about diverse and/or underrepresented groups.
5. Consider perspectives of diverse audiences to inform decision making.

My specific objectives focus on cognitive and affective outcomes. The first objective focuses on the cognitive objective of understanding how diversity awareness supports the mission of Gilcrease Museum. This establishes professional stake in the training to improve the overall success of the museum. The second, third, and fourth objectives focus on increasing awareness, personalizing, and identifying with the concepts of prejudice, stereotypes, and "in-group vs. out-group". Finally, the fifth objective addresses application of this new awareness in workplace situations.

TRAINING DELIVERY METHOD

The delivery method of the proposed training involves a multi-dimensional approach to learning. In person, active learning, involving social interaction is implemented to enable participants to connect with the content and objectives in meaningful ways. According to the research of Kalinoski et al. (2013), increased social interaction and task interdependence among diversity training participants yields greater affective outcomes than those without. Furthermore, Kalinoski et al. (2013) shows that "training using both active and passive forms of instruction yield[s] a larger effect size, compared with those using passive instruction only." Cognitive outcomes are improved during the passive instruction time, and affective outcomes are improved during the active learn phase.

More targeted training delivery methods also appeal to an array of different learning styles including aural, visual, and kinesthetic. This incorporates both active and passive learning. This choice is supported by Bezrukova et al (2012) who states that including many modals for learning is necessary to produce the best outcomes. When the participant "touches all the bases" and balances feeling, thinking, acting, and reflecting learning styles they are the most successful (Kolbe and Kolbe, 2005).

Additionally, Kalinoski et al. (2013) shows that in person training has a greater effect on outcomes than computer based. For this reason, the training workshop will be presented in person on location at the museum. This creates a convenient opportunity for staff and volunteers to participate.

A possible limitation of an in person delivery method involving active learning and social interaction is the tension that it could create among the participants. Some participants may feel offended or defensive when faced with the personal and introspective topics that diversity training presents. These issues can be mitigated, though, with thoughtful planning.

WORKSHOP IMPLEMENTATION PLAN AND TIMELINE

The next step after determining the delivery methods is to decide the best ways in which to effectively teach the training objectives. Before beginning this task, I set a timeline. Based on the research of Kalinoski et al. (2013), I determined that four hours is the ideal duration for Gilcrease's training workshop. Kalinoski et al.'s research shows that training duration that lasts four hours or more has a greater effect on participant outcomes. This amount of time gives plenty of time for explanation, group bonding, task interdependence, reflection, and planning. The longer duration gives ample time for participants to process the information and feel comfortable expressing questions or concerns. A minor limitation of this duration is the commitment away from work that it requires of the participants.

After the duration is established, I then determine what the agenda, or training timeline, will look like. Producing this first allows me to understand what activities happen at what time and fill in the content where it best fits. This allows me to make the most of the four hour training to ensure that all vital information and activities are included. A brief sample of the

agenda is located on the next page in Table 2. The complete timeline for the training is found in Appendix B.

      Deciding what content to include in the implementation of the training workshop is also an important consideration. Research suggests that an overarching broad focus of diversity and inclusion that expands beyond race, ethnicity, or gender is most effective (Thomas, 1991). Focusing on content that is broad rather than group-specific enables participants to identify with the information being presented and connect with it in meaningful ways. This training workshop focuses on stereotypes and privilege that can be applied broadly to all participants. Every participant can identify with some form of stereotype and level of privilege. When they see these topics introspectively they are able to recognize their own unconscious bias and privilege more easily. It reduces the "us vs. them" mentality in favor of the general phenomenon of the "in-group and out-group". This helps to improve the change for successful outcomes and diminish occurrences of tension and backlash (Halladay et el., 2003).

      Activities implemented in Gilcrease's training workshop target active, social learning, and task interdependence. These activities provide opportunities for participants to personalize the concepts and critically examine their personal reality relating to diversity. Active learning through role play and bystander intervention allows participants to internalize and experience concepts in addition to hearing them, resulting in greater incidences of absorption and retention (McCarthy & Anderson, 2005). The brainstorming session enables participants to synthesize and apply their learning to real workplace situations.

Table 2: Sample Agenda

Sample Agenda	
10 mins	Introductions
5 mins	Rules for the Training
45 mins	Lecture Instruction: Importance for Museums, Core Vocabulary, Stereotypes
20 mins	Circles Activity and Face Value
30 mins	Museum Role Play/Scenario Stereotype Activity
15 mins	Break
30 mins	Privilege for Sale Activity
15 mins	Face Value Activity
15 mins	Diversity Activity
30 mins	Bystander Intervention Activity
25 min	Group Brainstorm for Strategies to Implement
10 min	Debrief and Close

WORKSHOP EVALUATION PLAN

Evaluation is a critical component of the training process. It enables the organization to know the effectiveness of their training by proving the degree to which the objectives were met. This training proposal includes outcomes based in three different domains: cognitive, affective, and behavioral. There are many ways to measure each different type. For elucidation the objectives for this training workshop are:

1. Understand how diversity awareness supports the mission of Gilcrease Museum.

2. Understand relationships between diversity and inequality, and social, economic, and political power.

3. Understand stereotypes, where they come from, and why the exist.

4. Critically examine personal attitudes about diverse and/or underrepresented groups.

5. Consider perspectives of diverse audiences to inform decision making.

Objectives one, two, and three are cognitive based outcomes, objective four is an affective outcome, and objective five is a behavioral outcome. Because the objectives include multiple domains, there are different strategies for evaluation.

After reviewing the research, I decided to apply the Kirkpatrick model for evaluation when deciding what tools to use to measure training outcomes. Kirkpatrick's method consists of a four tier model measuring reaction, learning, behavior, and finally, results. Each of the first three tiers(reaction, learning, and behavior) focus on a separate learning outcome(affective, cognitive, and behavioral), and each is strengthened by the institutional objectives generated in the fourth tier labeled, "results" (Petrone, 2017). Figure 1, on the next page, displays Kirkpatrick's model visually.
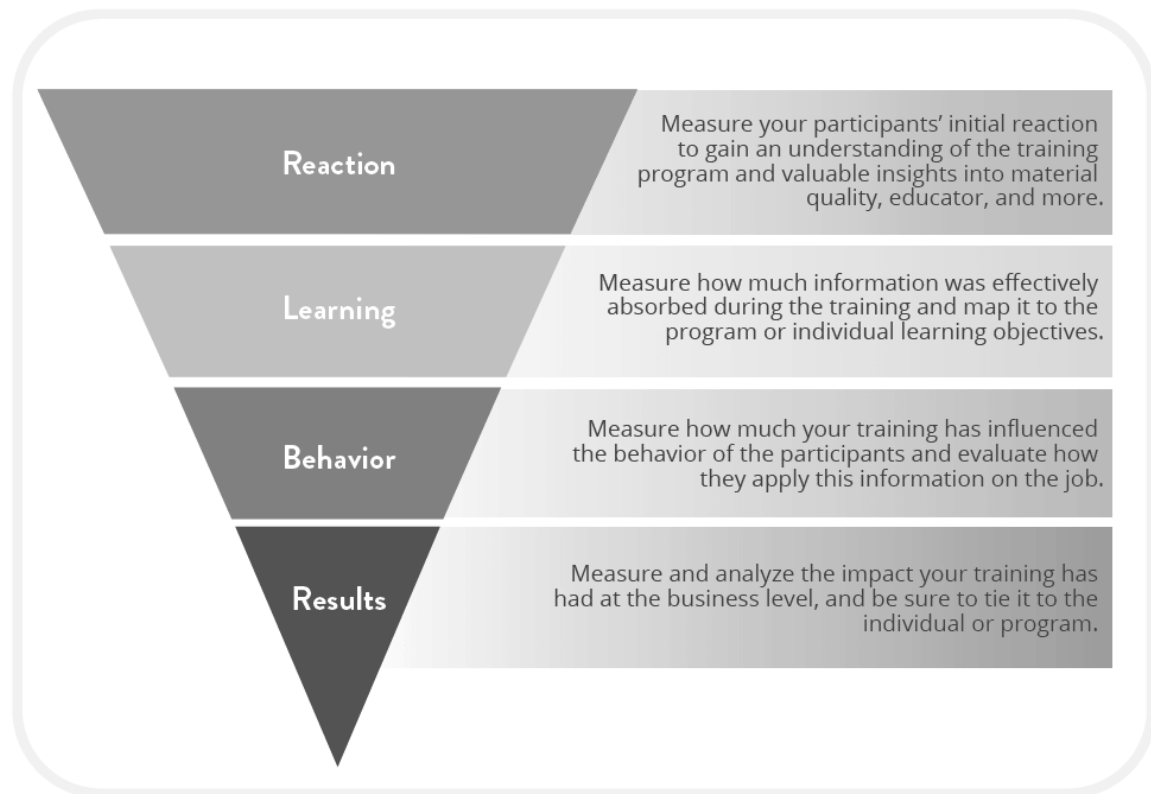
THE KIRKPATRICK MODEL

Fig 1. The Kirkpatrick Model, Petrone, Paul. (2017). *The Best Way to Use the Kirkpatrick Model.* Retrieved from: https://learning.linkedin.com/blog/learning-thought-leadership/the-best-way-to-use-the-kirkpatrick-model--the-most-common-way-t

The first tier of Kirkpatrick's model relates to the participants reactions to the training. This falls in the affective domain, and relates to the participants' feelings about the training. This tier reflects on the participants' attitudes about the training itself as well as measures training objective four. The second tier targets participant learning, or cognitive domain, outcomes. Objectives one, two, and three are measured within this tier. The third tier pertains to behavior and measures the participant's behavioral domain outcomes. Objective five is measured within this tier.

Evaluating Cognitive and Affective Outcomes

For this training workshop, evaluation of objectives one, two, three, and four located in Kirkpatrick's first and second tier are conducted using a simple participant survey form. This

survey form contains a pre and post survey implemented at the beginning and end of the training workshop. This structure of assessment allows the measurement of the change in participant's feelings about diversity as well as the actual change in cognitive learning knowledge. This is a valuable and simple tool to evaluate training effectiveness and prove success to the organization's stakeholders.

One limitation of this type of evaluation is that participants taking the survey pre-assessment may not be completely honest in their answers relating to feelings and attitudes. This will result in inaccurate baseline measurement when determining change in feelings and attitudes.

Evaluating Behavioral Outcomes

Evaluation of objective five's behavioral training outcomes is conducted using observation of the participation during the bystander intervention activity and the implementable strategies developed during the brainstorming session. When evaluating behavioral outcomes, participant observation and participant sample work is one of the best ways to show success. It allows an impartial perspective to observe and rate progress. Sample work also provides tangible, visual, examples to support the successful mastery of the objective.

A possible limitation of this type of evaluation is that it limits measurement of success to the duration of the training workshop. It is more difficult to measure behavioral outcomes after the training ends because control of on the job evaluation systems is not uniform. Gilcrease Museum does not have a uniform evaluation program for their staff and volunteers, therefore measurement of performance outside of this training workshop is different for all departments.

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    managing diversity. New York: American Management Association.

APPENDIX

APPENDIX A: DETAILED BUDGET

Description	Expense
Instructor	$200
Materials	$50
Refreshments	$100
Total	$350

APPENDIX B: WORKSHOP TIMELINE

Time	Content
10 mins	**Review agenda and introduce leaders and participants**
5 mins	**Discuss rules for training** **Survey pre-assessment**
15 mins	**Discuss importance of this training for museums**
15 mins	**Introduce core vocabulary** **Complete vocab activity**

15 mins	**Stereotypes** 1. **Complete the "How Comfortable and I?" activity** 2. **Discuss: "What are stereotypes, where do they come from, and why do they exist?"** 3. **Complete "First Thoughts" Activity**
50 mins	**Interactive Activity** 1. **Circles of Me** 2. **"Speed Hating"** 4. **Museum stereotype role play scenarios**
15 mins	**Break**
60 mins	**Interactive Activity** 1. **Privilege for Sale** 2. **Face Value** 3. **"How Diverse is Your Universe?"**

30 mins	**Bystander Intervention**
25 mins	**Group brainstorm strategies to implement**
10 mins	**Debrief** **Survey post-assessment** **Dismiss**