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“Why would I go?”: Application of the Theory of Planned Behavior in motivation to learn from Diversity Training

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Master in Psychology of Intercultural Relations

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I dedicate this work in memory of my beloved grandmothers Ruth and Nair

“Certifica-te de que és um fator de soma na vida das pessoas de quem participa”

Cicero

Acknowledgements

I thank my family, from Brazil and Canada. To my parents, Marcos and Silvana, that supported me in every decision and for their hard work to provide the opportunities that brought me here. To my grandpa Zico and my brother Ítalo, that encouraged me in their own way and emotionally supported me every second. To my uncle Silvio, aunt Candice and cousins Nick, Kate and Jake, that were there for me in my most difficult times far from home.

To my friends' back home, that encouraged me since the beginning of this journey and new chapter of my life, with love, understanding and empathy. To my colleagues of MPIR and Global-MINDS, that showed me amazedness of diversity and taught me that love has no borders. To my friends from work, that accepted and welcomed me from the start and became one of the important parts of my Portuguese life.

I would also like to acknowledge how amazing was to have Dr. Miriam Rosa as my supervisor. Without her understanding, support, motivation, and patience, this journey wouldn't have had as much smiles as it had. Thank you for your time explaining me the details, for your laughs that relaxed me and for your enormous knowledge, that shared trust and made me feel able to complete this task.

To all the participants that volunteered their time to contribute with science, and to every person that took time to share the survey with their network. A special thank you to APPDI, its members and all the subscribed organizations that supported this study.

Finally, I'd like to dedicate this work in the memory of Ruth Vicioli Moretto and Nair Ferrarezi Pegorete, my beloved grammas that passed away during this study. I'm following your values, I'm trying my best, I'll love you forever.

Thank you.

Resumo

Devido ao aumento da diversidade no local de trabalho, as organizações têm buscado diferentes estruturas de Programas de Diversidade, na busca de ambientes mais inclusivos. Uma parte importante desses programas é a Formação em Diversidade, mesmo ainda existindo o desafio de envolver e motivar os funcionários a participar em sessões de formação. Contribuindo para a literatura atual, este estudo visou analisar a motivação dos trabalhadores para aprender numa Formação em Diversidade e utilizou a Teoria do Comportamento Planeado (TCP). Concentrou-se em inquirir empregados/as de organizações portuguesas (N=219) em termos de atitudes referentes à participação de formações em diversidade, normas subjectivas e controlo comportamental percebido, e se esses factores poderiam prever a motivação para aprender em Formações em Diversidade. Para aceder a esses factores, os autores criaram um questionário, baseado na proposta teórica de Wiethoff (2004). Os resultados mostraram que todos os preditores estudados se relacionaram positivamente com os índices apresentados em motivação para aprender em Formação em Diversidade. Além disso, através de Modelos de Equações Estruturais, pudemos obter um bom ajuste entre o modelo e os resultados, o que é importante, devido a este ser o primeiro estudo empírico da proposta. A análise também demonstrou que, quando todos os preditores foram analisados em conjunto atendendo à TCP, as atitudes e normas subjectivas tiveram um poder preditivo mais forte na motivação dos trabalhadores para aprenderem em formações em diversidade. Os resultados tiveram implicações importantes, principalmente para fornecer informação a organizações que desejem conceber Programas de Diversidade mais focalizados.

Palavras-chave: diversidade; teoria do comportamento planeado; formação em diversidade; motivação para aprender

Códigos de Classificação APA: Comportamento Organizacional (3660)

Gestão e Gestão de Treinamento (3640)

Estrutura Social e Organizações (2910)

Abstract

Due to diversity increasing in the workplace, companies have been trying different structures of Diversity Programs to create inclusive environments. An important part of those programs is the Diversity Training, but it is still not clear how to engage and motivate employees to participate in training sessions. In that way, to contribute with current literature, this study aimed to examining the employees' motivation to learn from a Diversity Training, using the Theory of Planned Behavior (TPB). Focused in inquire employees of Portuguese organization (N=219) levels of attitudes toward attending diversity training, subjective norms and perceived behavioral control and if those factors could predict motivation to learn from Diversity Training. To access those factors, the authors created a questionnaire, based in Wiethoff (2004). The results showed that all the studied factors scores are positively related to motivations to learn from diversity training scores. Besides that, through Structural Equation Modeling, we could confirm a good model fit between the model and the results, which is important, being this work the model's first empirical study. It also demonstrated that when all factors interact and are analyzed together attending to TPB, attitudes and subjective norms have even a stronger predictive power in employees' motivation to learn from Diversity Training. Those findings had important implications, mainly to provide information to organizations that desire to design more focused Diversity Programs.

Keywords: diversity; theory of planned behavior; diversity training; motivation to learn

APA classification codes: Organizational Behavior (3660)

Management & Management Training (3640)

Social Structure & Organization (2910)

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Glossary of Acronyms

APPDI	Associação Portuguesa Para Diversidade e Inclusão [Portuguese Association for Diversity and Inclusion]
DT	Diversity Training
D&I	Diversity and Inclusion
KSA	Knowledge, Skills and Abilities
PBC	Perceived Behavioral Control
QAAD – COL	Questionário de auto-diagnóstico – Colaboradores [Self-diagnoses questionnaire – Employees]
QAAD – CH	Questionário de auto-diagnóstico – Chefia [Self-diagnoses questionnaire – Management]
SEM	Structural Equation Modeling
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action

CHAPTER 1

Introduction

One of the most important contributions of globalization was an open space for people to freely express themselves. More than this, minority groups could unite and begin collective movements to gain their space in society and, consequently, diversity also became an important debate in daily life. Besides that, as mentioned by Olsen and Martins (2012), globalization also impacts business and the changes demographics of labor markets around the world. This contributes to boosting the interest in the areas of diversity, what requires the organizations to hire employees from different ethnic, racial, and cultural backgrounds, and have gender sensitivity. This process contributes to diversity becoming a prime concern for organizations in both the public and private sectors, due to organizations' new demand for a diversified workforce in terms of knowledge, skills, and abilities (Konrad et al., 2007; Ortlieb & Sieben, 2013).

The challenge for organizations around the world is to integrate and manage these differences inside the workforce and to optimize employees' job satisfaction and match within the organization (Kormanik & Rajan 2010). To meet this challenge, organizations must facilitate effective cross-cultural communication, understand and manage diversity-related conflicts, accommodate differences in behavior, cognition and attitudes, and create a culture and environment that understands and values diversity (Hite & McDonald, 2010).

Diversity is typically conceptualized as referring to differences between individuals on any attribute that may lead to the perception that another person is different from the self (Williams & O'Reilly, 1998). Organizational scholars have long been aware that diversity may lead to dysfunctional individual, group, and organizational outcomes (Brief, 2008). Besides this, van Knippenberg and Schippers (2007) review of workgroup diversity literature underline that diversity can have both positive and negative effects. On the negative side, there is interpersonal/relational conflict (Pelled et al., 1999), poor communication (Mackie et al., 1990) and less cooperation (Chatman & Flynn, 2001). On the positive side, diversity provides a strategic advantage (Flynn, 1998): it can, at the organizational level, reduce absenteeism and turnover, increase productivity, and organizational commitment (Triana et al., 2010). As cultural diversity can have a profound impact on employee well-being and organizational performance, successful diversity management is essential (van Knippenberg & Schippers, 2007; Jackson & Joshi, 2011). Precisely because work group diversity may have positive as well as negative effects on group performance (Jackson et al. 2003; Williams & O'Reilly 1998), the questions of which processes underlie these effects of diversity and how to manage these processes create major challenges to research in organizational behavior.

To deal with the challenges, the organizations appeal to diversity management to understand more about the workplace dynamics and be able to act on them, which frequently leads to the Diversity Programs, used by organizations as a strategy to promote diversity. Their purpose is to organize several

actions, projects, and initiatives that aim to enhance diversity positive outcomes to the organization and the employees, as well as reduce the negative ones.

Despite the high variety of actions that can be part of a Diversity Program, this study focused on Diversity Training (DT). Looking to contributing towards current literature regarding promoting Diversity in the workplace, the present research investigated how the factors from a workplace are correlated with employees' motivation to learn from a Diversity Training. Knowing that workplaces are complex spaces and full of several components that can influence employees' behavior, we anchored on well-established theoretical approaches focused in attitudes, subjective norms, and perceived behavioral control.

1.1. Diversity Management

According to Olsen and Martins (2012), scholars have argued that these mixed findings suggest the need to examine contextual variables, such as societal factors (DiTomaso et al., 2007), time (Harrison et al., 2002), and managerial or organizational approaches to diversity management (Cox & Blake, 1991; Ely & Thomas, 2001; Joshi & Roh, 2009; Richard, 2000). The last point is particularly important because it is within the control of organizations, and several researchers have suggested that the way an organization approaches diversity management can have a significant impact on whether the organization benefits or not from its diversity (Cox, 1993; Ely & Thomas, 2001; Konrad & Linnehan, 1995a; Richard & Johnson, 2001; Thomas, 1990).

Chrobot-Mason and colleagues (2014) claimed that there are three main types of potential conflicts between diverse groups in the workplace: functional background conflicts (e.g., a background in engineering versus human resources background), informational conflicts (e.g., differences between knowledge and skills), and emotional conflicts (e.g., stereotypes, interpersonal disputes). When managed carefully, informational and functional background conflicts increase creativity because they help to facilitate new ideas and different strategies that could prove beneficial to team performance (Pelled et al., 1999). Emotional conflicts should be avoided as they result from stereotypes and prejudices toward different members of the work team.

The purpose of diversity management is to boost the performance of a heterogeneous workforce and inclusive development of individuals with differences in, as an example, gender, ethnicity, nationality, cultural and academic backgrounds. Each individual has unique knowledge, which needs to be recognized by organizations for their holistic development and, consequently, diversity management plays a massive role in knowledge sharing and the overall development of organizations (Tsui et al., 1992).

Even though a number of Diversity Management types have been developed and implemented on global diversity management (D'Netto et al. 2013), there are still remaining challenges in attaining effective global diversity strategies and practices. These challenges appear as a result that not everyone within the organization respects diversity. Moreover, people with strong prejudices against certain groups might notice rapidly changing demographics in the workforce threatening, considering either they find change itself uncomfortable or because they hold a position they feel they might not be able to maintain if

groups historically excluded from their workplace are allowed to compete in an unhindered way for their positions (Kharroubi, 2021).

Leaders face arduous challenges in constructing a multicultural organization that truly values diversity. To be successful, managers need to unlearn practices rooted in an old mindset, change the way organizations function, transform organizational culture, revamp policies, create new structures, and redesign human resource systems (Jamieson & O'Mara, 1991). As mentioned in DeLuca and McDowell (1992) this is a tall order and, in practical terms, can be so difficult and complex that it requires a new paradigm to guide organizational management. Strategic management of diversity may require a shift from an efficiency-oriented mindset to one with a greater emphasis on human relations' objectives (White, 1999).

These social dynamics between different groups within organizations still at a complex level for literature and several fields have been studying how to explain and predict the conflicts, reduce bias, stereotypes, and discrimination and create a harmonious workplace, in other words, how to manage diversity in a complex environment. Despite the diversity management strategy used by an organization, the management itself refers to formalized practices developed and implemented by organizations to manage diversity effectively (Yang & Konrad, 2011).

While the effectiveness of diversity actions is largely dependent on the receptiveness of majority members, diversity efforts and communication typically deal exclusively with minority groups (James et al., 2001). Indeed, majority members were found to be less interested in working for organizations that indicate to value diversity (i.e., pursue a "multicultural" diversity approach; Plaut et al., 2011), and have been shown to endorse diversity efforts consistently less than minorities (Wolsko et al., 2006).

The major objective of diversity management is to create an organizational culture that is heterogeneous and utilises maximum participation of all individuals to their full potential (Agócs & Burr 1996). In organizational contexts, this objective is often achieved through the implementation of diversity training programs, which is the main focus of this thesis.

Most diversity programs begin with some form of awareness training for employees (Flynn, 1998). As mentioned by Benchop et al. (2015), training has been one of the most common responses to anti-discrimination legislation and calls for increased diversity in organizations (Anand & Winters 2008; Paluck, 2006). Diversity training (DT) is an essential component of diversity programs in organizations (Roberson et al., 2003). According to Bezrukova et al. (2012, p. 208), the main 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".

1.2. Diversity Training

As previously stated by Tharenou et al. (2007), workplace learning is considered essential for organizational improvement and competitiveness, and training is positively related to human resource outcomes and organizational performance. Besides that, diversity training has become a significant topic

in the human resource development literature (Holladay & Quiñones, 2005; Kormanik & Rajan, 2010). Despite its recognized importance, there has been relatively little discourse among human resources development scholars regarding methodologies for designing diversity training in organizational settings (Alhejji et al., 2015), as well as no theory-based models to explain how and why these programs succeed or fail. Directives such as “make top management support for the program visible” and “tie diversity initiatives to performance evaluations” are known to be correlated with program effectiveness (Dobbs & Brown, 1997), but how and why these commonly accepted mandates work is yet to be determined (Wiethoff, 2004).

Organizations have several ways to present a strategic rationale for introducing DT programs. In that regard, the business case viewpoint is profoundly influential in the diversity training literature (Noon, 2007). The business case argues that diversity training is good for business and profitability (Johnson & Schwabenland, 2013) or what Ozbilgin et al. (2010) call impacts. This point of view gets its authenticity from various sources: its market-based motivation (Thomas & Ely 1996), its association with core business priorities (Ortlieb et al. 2013), its effects on financial outcomes (Jones et al. 2013), and its accentuation on supported competitive advantage (Ortlieb & Sieben, 2013). As per Ortlieb et al. (2013), the business case perspective proposes that firms that adopt diversity training will have: (a) better access to top-level talent; (b) an upgraded potential to address the needs of a diverse group of clients; and (c) improved creativity in problem-solving resulting from diverse perspectives and knowledge (Chrobot-Mason & Aramovich 2013; Qin et al. 2012). Human capital has as its focal suggestion the idea that diversity training assists in building knowledge, skills, and abilities (KSAs), which are of worth both to employees and the organization that employs them. These KSAs within the context of diversity training embody knowledge and awareness of diversity topics, skills to handle diversity topics, and a more socially favorable attitude toward diversity (Kalinowski et al., 2012).

The communication rationale is usually part of the strategic rationale and can be seen as “how” the information regarding a DT will be presented to the employees. It is nevertheless common for diversity training to be geared toward all employees to raise awareness of prejudice and build skills to allow individuals to monitor their actions and responses to specific incidents in the workplace (Bezrukova et al., 2012). However, the organization has several ways to present a communication rationale for DT programs and, according to literature, communication rationale can directly affect the employees’ perception of a DT.

Holladay et al. (2003) found that whether a diversity training program was described as remedial or for advancement influenced employee perception, depending on gender. Male employees viewed training as a threat once it was framed as a remedial activity, whereas female workers viewed it as on thing that would generate backlash when it was framed as an advanced, developmental activity. Sanchez and Medkik (2004) found that how supervisors understood the reasons behind their selection for participation in diversity training subsequently influenced their behaviors toward team members. Regardless, good results for perception about DT were found when organizations communicate the rationale as part of an

organization-wide strategic agenda, or it may be linked to specific skill development initiatives for managers (Chrobot-Mason & Quiñones, 2002; Garavan, 2007).

Taking into account the large amounts of money, time, and energy companies have already invested in diversity initiatives, and the forecasted increase in spending on these programs in the coming years (Kluttz, 2002), it is important to carefully review the literature to develop theory-based assessments to determine in advance whether a diversity training program has a good chance of succeeding. To contribute to the current literature, this research was structured to understand how motivation to learn from DT is related to workplace factors. Motivation to learn has frequently been studied as an influence on whether employees decide to attend diversity training, the effort they direct toward learning and their persistence in applying skills on the job post-training (Sitzmann et al. 2009). This can provide information to specialists to design more focused and effective DT programs, not to mention more structured communication rationales about the DT. In that way, we focused on how attitudes, subjective norms, and perceived behavioral control are correlated with employees' motivation to learn from Diversity Training.

1.3. Conceptual Model

This study continued Carolyn Wiethoff's work (2004), which proposed a conceptual model to structure the analysis of the variables of interest. In her study, she used the well-known Theory of Planned Behavior (TPB) (Ajzen, 1991) to design a model that could predict the desired behavior, suggesting, in the end, the TPB-Based Model of Influences on Motivation to Learn from Diversity Training Programs (Wiethoff, 2004).

This conceptual model was chosen due to its solid theoretical basis, already scientifically established, and easy access to variables of interest to the research. However, according to the author, this adaptation of the model had not been empirically addressed yet.

1.4. Theory of Planned Behavior

The TPB is an evolved theory from the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975). According to TRA, if individuals evaluate the possible behavior as positive (attitude) and if they perceive that others want them to perform the behavior (subjective norm), this results in a higher intention and they are more likely to perform the behavior (Mimiaga et al., 2009). A high correlation of attitudes and subjective norms to behavioral intention and to behavior has been shown in many studies (Sheppard et al., 1998). Even though, a limitation appeared in the theory literature, presenting that behavior intention does not always lead to actual behavior. The development of TPB was the answer for that, due to the inclusion of the impact of non-volitional factors on behavior.

According to Martin (2017), the main difference between the TPB and the TRA is that there is a greater chance of being able to understand a person's actual attitudes through the TPB that result in the actual behavior that is being carried out. The Theory of Planned Behavior assumes that attitudes, subjective norms, and, the new predictor, perceived behavioral control should predict behavioral intentions. The

theory suggests that the proximal predictor of behavior is an individual's stated intention to perform the target behavior in a given context and at a given time. The intention is taken into account to be a motivational variable and is a context-specific illustration of goal-directed behavior (Bloom, 2000). This theory has been utilized in various content domains, including engaging in regular exercise (Lowe et al., 2003), sustainable agricultural practices (Fielding et al., 2008), binge drinking (Norman & Conner, 2006), complying with speed limits (Elliott et al., 2003), and consumer behavior (Smith et al., 2008). Details in Figure 1.1.

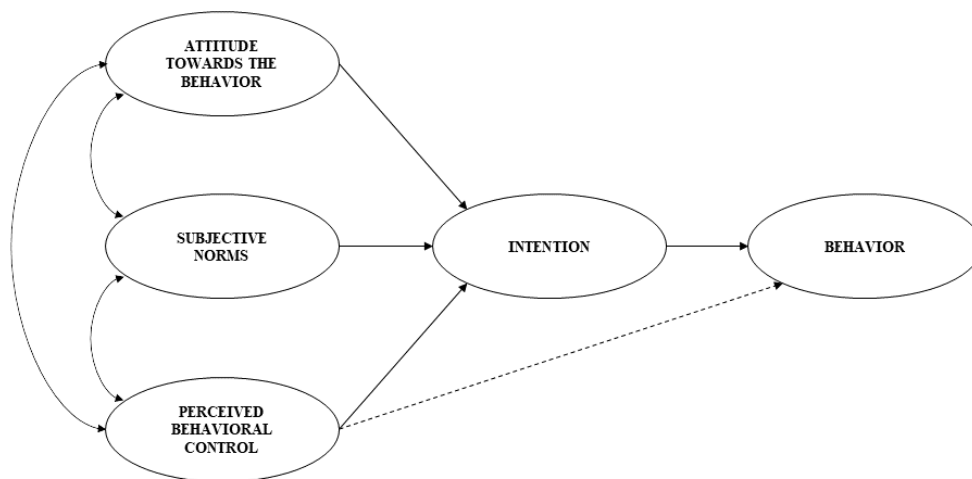


Figure 1.1. Theory of Planned Behavior.

Wiethoff (2014) aimed at adapting the TPB to participation in diversity training. According to her, the first component, attitude toward the behavior reflects the positive or negative evaluation a person holds about the behavior's potential outcomes. More specifically, this attitude comprises a person's major beliefs about the outcomes associated with a behavior, multiplied by his or her evaluation of those outcomes as positive or negative. The second component, subjective norm, is defined as a person's perception that most people who are important to them think that they should or should not perform the behavior in question (Fishbein & Ajzen, 1975). Finally, perceived behavioral control is a measure of individual perception of sufficient control of capability and resources necessary to perform the behavior (Ajzen, 2002a). Furthermore, Ajzen and Madden (1986) affirmed that perceived behavioral control can further influence behavior directly.

1.5. Motivation to learn

Motivation to learn can impact whether individuals choose to go to training, the level of effort they apply toward learning, and the diligence they demonstrate in applying abilities on the work after training (Quiñones, 1997). Besides this, as asserted by Maier (1973) and confirmed later, even if

individuals possess the prerequisite ability to learn the content of a course, performance will likely be poor if motivation is low or absent (Mathieu et al., 1992; Quiñones, 1995). Mathieu and Martineau (1997) pointed out that motivation to learn is a simple, direct, and straightforward way to measure how trainees view their participation, but it says little about why some trainees are more motivated than others and offer very little diagnostic information (Tharenou, 2001).

In the context of diversity training, motivation to learn is a key determinant of the chances that trainees will engage in and undertake diversity training programs. When motivation to learn is high, it leads to more robust diversity training outcomes, such as program satisfaction, knowledge acquisition, and changed attitudes (Salas et al. 2012). Egan et al. (2004) studied the circumstances under which employees were more likely to be motivated to attend training. They found some factors directly associated with employees' motivation, including trainee decision to attend training programs, how useful the training would be to them on their job, and managerial support.

Using TPB, we can view motivation to learn as a behavioral intention that should predict trainees' positive behaviors, such as listening and fully engaging in activities, that are conducive to learning from a diversity training program (Wiethoff, 2004).

1.6. TPB-Based Model of Influences on Motivation to Learn from Diversity Training Programs

An individual's attitudes and beliefs relating to training and development activities are important determinants of intention to participate (Noe et al., 1997). Intention to participate in training is viewed as a function of an employee's belief regarding the value of training outcomes, that efforts redirected to training will lead to other outcomes and that the outcome as a result of training participation can be obtained (Carbery & Garavan, 2011).

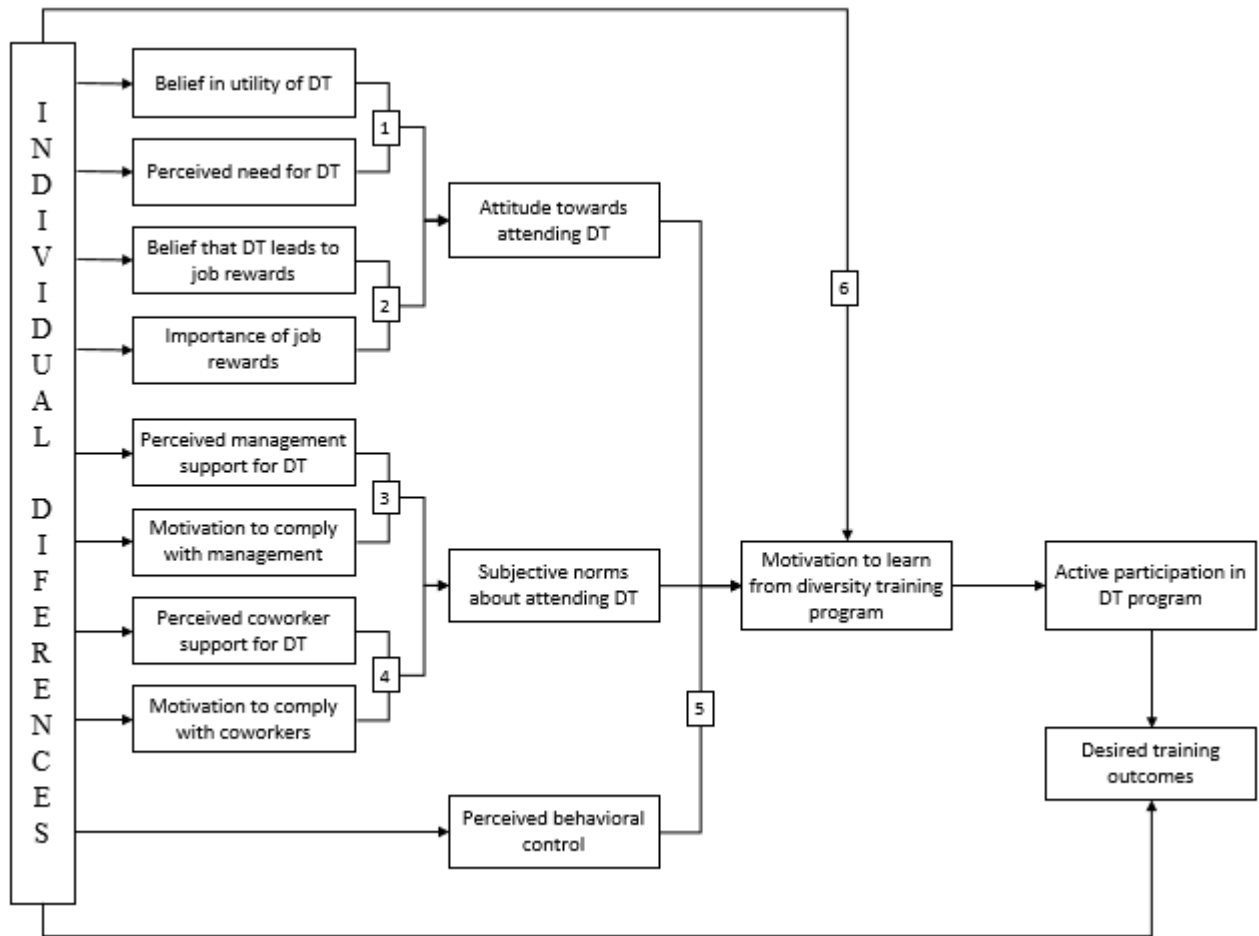


Figure 1.2 TBP-Based Model of Influences on Motivation to Learn from Diversity Training (Wiethoff, 2004)

The model indicates 6 links between its components, as described below:

- Link 1 – Attitude toward attending a DT session: Based on the individual's belief about the utility of DT in reducing discrimination in the workplace, by the perceived value of ending discrimination
- Link 2 – Attitude toward attending a DT: The belief that nondiscriminatory behavior is necessary to obtain occupational rewards by the value placed on those rewards
- Link 3 – Subjective Norms: Trainees' perceptions of managerial support for the training (Noe, 1986), by trainees' motivation to comply with management's preferences
- Link 4 – Subjective Norms: Coworkers' perceptions of support for the training program, by the degree of motivation to comply with coworkers' preferences.
- Link 5 – Individual differences: The personal differences will influence trainee's motivation to learn, independent of TBP-related effects.
- Link 6 – Perceived behavioral control: Individuals who believe they will lack the time, energy, or other resources to successfully complete the program should exhibit lower motivation.

The model suggests a number of hypotheses that could be tested to enhance our understanding of the motivation-to-learn construct, even though not all of them will be measured in this study.

1.7. Objectives and Hypotheses

Even though Wiethoff proposed model endeavored to predict the behavior of active participation in Diversity Training, this study has a different focus. Because this is the first empirical approach to the variables proposed, and due to limited time and resources, we choose to test the relation between the predictors and motivation to learn from Diversity Training.

In that way, the present study aims to analyse the components of the Theory of Planned Behavior model (attitude, subjective norms, or perceived behavioural control) as predictors of employees' motivation to learn from Diversity Training. This would be important information for understanding what is more crucial in increasing the chance of employees' motivation to learn from diversity training, which could enable organizations to prepare more strategic and focused programs and, consequently, support the development of a more equal and fair workplace/society.

Attitudes Toward the Behavior and Motivation to Learn.

As mentioned before, the model proposes that trainees' attitudes toward attending a DT session are composed of the perceived need for DT, the belief that DT leads to job rewards, and the importance of job rewards (Link 1 and 2). In that way, this study checked if there's a positive correlation between positive attitudes and motivation to learn, expecting that:

Hypothesis (H1): Attitudes toward attending diversity training will positively impact motivation to learn: the more positive employees' attitude toward attending Diversity Training, the higher their motivation to learn. (Link 1 and 2)

Perceptions of Others' Attitudes and Subjective Norms.

Also, according to Links 3 and 4 of Wiethoff's (2004) theorization, the subjective norms were composed by the perceived management support for Diversity Training, the employee motivation to comply with management, the perceived co-worker support for DT, and the employee motivation to comply with coworkers. The study assumes that there's a positive relationship between subjective norms and motivation to learn from Diversity Training.

Hypothesis 2 (H2): Subjective norms about attending DT will positively impact motivation to learn: employees' that are positively influenced by their coworkers and managers regarding DT, the higher will be motivation to learn. (Link 3 and 4)

Perception of Behavioral Control and Motivation to Learn

Hypothesis 3 (H3): Perceived behavioral control will positively impact motivation to learn: the more employees believe that they have the control to participate in a DT, the higher their motivation to learn. (Link 5)

As mentioned before, the model predictors are a result of various components. However, considering this first empirical test and the limited resources, the authors decided for a focused and more objective approach, aiming for analyze directly the relationship between the predictors and motivation to learn.

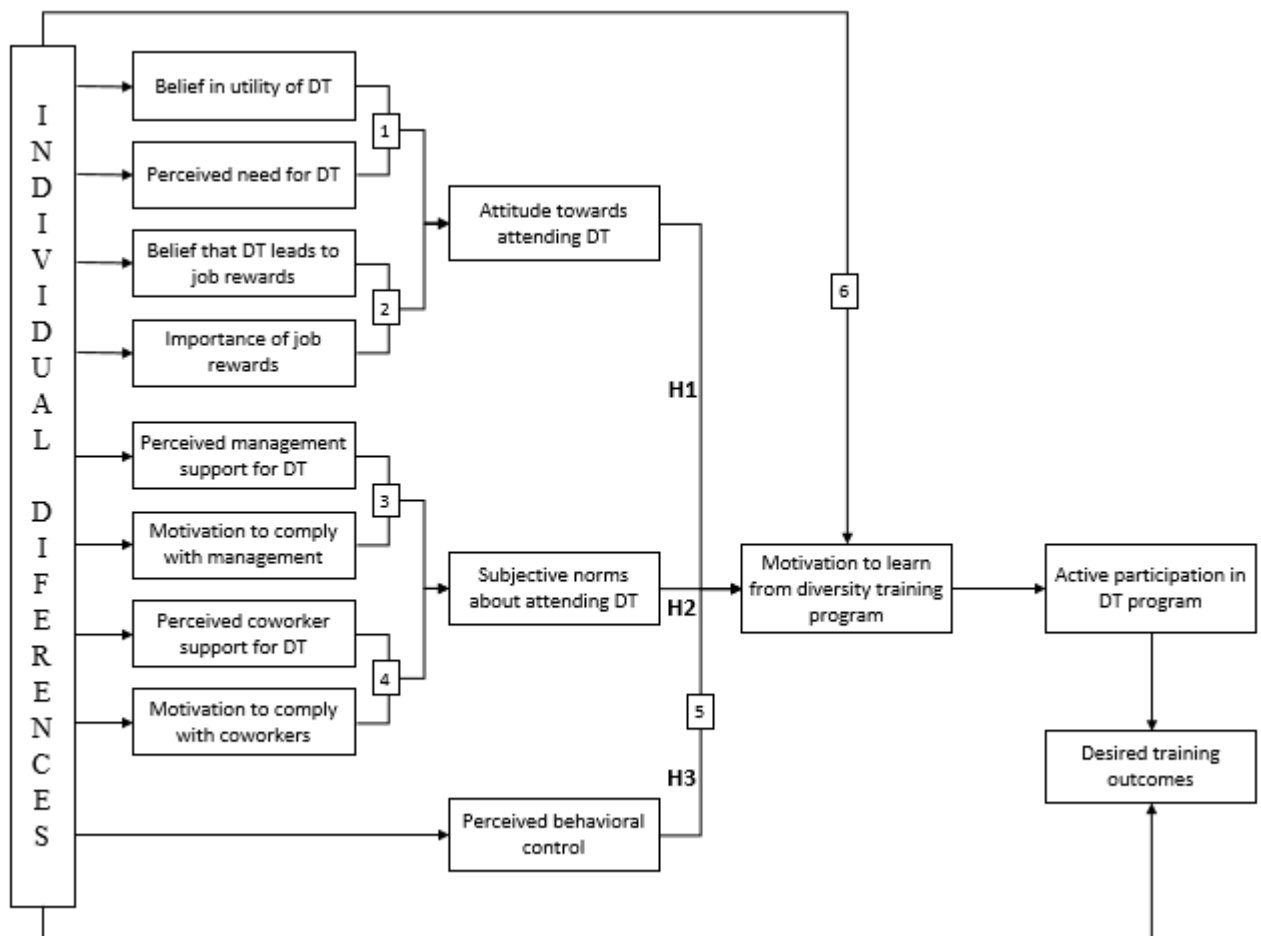


Figure 1.3 TBP-Based Model of Influences on Motivation to Learn from Diversity Training and study's hypotheses

CHAPTER 2

Methods

Fishbein and Ajzen (1975) suggested using a four-stage research design when applying TBP to a specific behavior: data elicitation, data synthesis, data collection, and data analysis. The first stage, elicitation, involves learning which attitudes and subjective norms are most salient. To attend that, Wiethoff (2004) suggested first create an open-ended questionnaire to understand the importance of diversity in the workplace, understand more about discrimination in the organization, and then the perception of utility regarding the DT; then, prepare a focus group to identify which opinions about multiculturalism and DT are most salient to the group; finally, participants would be asked to talk about what they believe they could learn from DT and if they have sufficient resources to attend it.

In the next step, a synthesis of the previous responses, the researchers simply aggregate the data to identify the most frequently mentioned beliefs, referent others, and behavioral controls. Then, in the data collection phase, the entire study group is then presented with this survey and asked to rate their agreement with each statement on a Likert-type scale. Lastly, researchers analyze the data to predict behavioral intentions.

This Master Thesis was developed during a global pandemic context that restrained social contact, which hindered the researcher to apply completely the four stages suggested by Fishbein and Ajzen (1975) and structured by Wiethoff (2004) to this context. Also, taking into account the thesis' deadlines and purposes, the researcher decided to adapt the first step, data elicitation, to a pre-questionnaire, composed of 4 open-ended questions, focused on human resources professionals, that could provide a clear and trustable material to support the final questionnaire development. Both questionnaires were answered/applied online, in Portuguese, using the Qualtrics software (Qualtrics, Provo, UT).

2.1. Participants

For this study, the participants were employees of Portuguese organizations working in Portugal, of any hierarchical level, without gender, ethnicity, or age restrictions. In total, 324 participants answered the main questionnaire, even though only 213 filled all the questions and the respective data were considered valid. The recruitment was conducted by posting the link to the survey by the researcher on private and public social media sites. The period of data collection for the main questionnaire was two months (April and May of 2021) and participants were recruited via non-probabilistic sampling (Goodman, 1961). All the respondents fit the mentioned requirements, with no need for exclusions. Participants, through snowball sampling, were also asked to disseminate further to their friends

In the main questionnaire sample, out of the 213, 75% (159) were women, 23% (48) were men and 2% (6) preferred to not answer the question. Additionally, participants' age was distributed as follows: 24% (52) of them being between 20 and 30, 29% (64) from 31 to 40, and 26% (58) being from 41 to 50

years old. Regarding nationality, 75% (161) of the participants were Portuguese and 25% (52) were from other countries. Of those, 42% (22) Latin-Americans, 26% (13) Africans, 25% (13) from European countries, and only 6% (3) from North America.

Concerning job roles, 67% reported being in managerial positions, as to 33% of non-managerial positions. Taking into account work experience, 30% (64) declare to have between 1 and 10 years, 29% (62) between 11 and 20 years, and 32% above 20 years of work experience. Regarding the participants' type of organization, 22% (47) reported to work on social organizations, 18% (38) on public organizations, 18% (39) on business organizations, 16% (34) on NGOs and 16% (36) on private organizations. As to the level of education, 51% (109) of participants reported having a Bachelor's Degree and 43% (91) a Master's Degree or above. To conclude the participants' profile, 72% (155) reported that participated at least once in a DT, in contrast with 28% (57) that reported never had participated in a DT before.

2.2. Material and procedure

2.2.1. Data Elicitation: Pre-questionnaire

The pre-questionnaire was composed of four questions to access experts' perceptions about possible attitudes and subjective norms toward attending to DT among potential participants in DT. The first and second questions were based on understanding the main beliefs that employees would have about why they would (first question) or would not (second question) participate in a DT, considering the possible results from the training. The third and fourth questions were based on accessing the main beliefs that employees would have about why they would (third question) or would not (fourth question) participate in a DT, considering daily situations and important people that could influence their participation. The period for the specialists to answer the pre-questionnaire was two weeks.

This pre-questionnaire aimed to access any different perceptions that could be relevant for the study, rather than the four attitudes components (Link 1 and 2) and the four subjective norms components (Link 3 and 4) proposed by the model, aiming to corroborate or complement the future questionnaire questions.

All the questions provided qualitative information about the experts' opinions on employees of their companies (details in Appendix A). Although the answers were not systematically content analyzed, the most frequent were transformed in some of the final questionnaire sentences, to be evaluated by the participants.

Considering the need to obtain more information to construct the main study's questionnaire, the participants' profile was designed considering a high experience in Human Resources and a previous background in providing Diversity Training for their organization. In that way, we contacted APPDI (Associação Portuguesa para Diversidade e Inclusão), which is an association responsible for coordinating activities related to the Portuguese Diversity Charter, that kindly shared the pre-questionnaire with participants that fulfilled those characteristics.

There were 11 responses to the pre questionnaire, from various organizations. Most of the answers encompassed Links 1, 2, 3, 4, and 6 proposed by the theory, meaning that the experts' perceptions of employees' attitudes and subjective norms toward participating in Diversity Training were mostly in line with the model. Nevertheless, 3 participants emphasized that employees would be more willing to participate in Diversity Training if they had previously attended training on the topic. This perception was consistent with Carbery and Garavan (2010) who said that depending on the nature of prior training experiences, they may influence intentions to participate in the future (Canbery & Garavan, 2011). Although this possible moderation was not covered by Wiethoff's theory, the author decided to address the experts' perceptions and measure this variable in the main questionnaire.

Concluding the pre-questionnaire answers' analysis, the author had substantial material for building a questionnaire for the main study, based on Wiethoff's (2004) Links 1, 2, 3, 4, and 6 and experts' perception regarding background experiences with Diversity Training.

2.2.2. *Data Synthesis: Study Final Questionnaire*

The final questionnaire was built into five main blocks to access: participants' attitudes toward attending DT, participants' subjective norms about attending DT, participants' perceived behavioral control, motivation to learn from DT, and demographic questions. Details are shown in the table below.

Table 2.1

Questionnaire Blocks Summary

Block	<i>Abbreviation</i>	<i>Items</i>	<i>Reference</i>
1. Attitude toward DT	ATTITU	12	(a)
2. Subjective Norms about attending DT	NORMS	6	(b)
3. Perceived Behavioral Control	PBC	8	(c)
4. Motivation to learn from DT	DV	5	(d)
5. Demographic Questions	DEMO	13	(e)

Note: Abbreviation and Reference were designated to each block to facilitate questionnaire's explanation and data description

In blocks (a), (b), (c), and (d), participants rated their agreement to each statement through a 7 – point Likert scale (1 = strongly disagree to 7 = strongly agree). In block (e), open and closed questions aimed at obtaining participants' sociodemographic information and other contextual information. Details of each block are below. The complete questionnaire is shown in Appendix B.

Block (a) – Attitude toward attending a Diversity Training (ATTITU)

The first block sought to analyze participants' attitudes toward DT. It had 12 items, that were built according to Wiethoff's (2004) model and based on the pre-questionnaire. The items represented 4 attitude components: belief in the utility of DT and perceived need for DT (Link 1); belief that DT leads to job rewards and importance of job rewards (Link 2). Each factor was counted with 3 items. The block showed a great internal consistency ($\alpha = .91$) and, therefore, items were aggregated in a single index, where higher values indicated a positive general attitude toward attending a Diversity Training.

Table 2.2

Components representation and items for Attitudes, in accordance with the links of Wiethoff (2004)

Component	Item	Item Code	Link
Belief in utility of DT	I believe it is helpful to increase my knowledge about D&I through trainings	ATITU_1	1
	I believe that attending D&I training is helpful in reducing my biases and discriminatory behaviors.	ATITU_7	1
	I believe that attending D&I training is helpful to my professional development	ATITU_9	1
Perceived need for DT	An organization needs to provide D&I training for its employees	ATITU_4	1
	Participating in D&I training is necessary for a more just and equitable society	ATITU_11	1
	I need D&I training	ATITU_12	1
Belief that DT leads to job rewards	I believe that attending D&I training will bring rewards at work.	ATITU_2	2
	I believe that attending D&I training will benefit my interpersonal relationships with my colleagues and managers.	ATITU_5	2
	I believe that attending D&I training will benefit my job performance	ATITU_6	2
Importance of job rewards	Receiving rewards at work is important to me.	ATITU_3	2
	Receiving rewards at work increases my performance.	ATITU_8	2

Block (b) – Subjective Norms (NORMS)

The second block aimed at measuring participants’ subjective norms about DT. It consisted of 6 items, that were also built according to Wiethoff (2004) model, and based on the pre-questionnaire. The 4 subjective norms components were contemplated: perceived management support for DT and motivation to comply with management (Link 3); perceived co-worker support for DT and motivation to comply with co-workers (Link 4). The group of items demonstrated adequate internal consistency ($\alpha = .71$) and, therefore, items were aggregated in a single index, where higher values indicated a high chance of complying with management and co-workers toward attending a Diversity Training.

Table 2.3

Components representation and items for Subjective norms, in accordance with the links of Wiethoff (2004)

Component	Item	Item Code	Link
Perceived management support for DT			
	My manager promotes participation in D&I training	NORM_6	3
Motivation to comply with management			
	I tend to follow my manager's suggestions in my daily work	NORM_3	3
	I would attend D&I training if my manager attended it	NORM_5	3
Perceived coworker support for DT			
	My colleagues attend D&I trainings	NORM_1	4
	People close to me believe that I should attend Diversity Trainings	NORM_4	4
Motivation to comply with coworkers			
	I am interested in participating with my colleagues in D&I training	NORM_2	4

Block (c) – Perceived Behavioral Control (PBC)

The questionnaire’s third block aimed to explore participants’ perceived behavioral control toward participation in Diversity Training. It included 8 items, that were created based on previous literature (Ho et al., 2011; Chu & Chiu, 2003; Lin, 2006), that suggested to decomposing perceived behavioral control into self-efficacy and facilitating conditions, respectively covering internal and external factors that could influence in the participant perception. Due to the strong literature support for PBC items, and also to

reduce the number of questions in the pre-questionnaire, questions to generate PBC items were not asked in the pre-questionnaire. The items represented Wiethoff's (2004) model Link 6, the relation between PBC and motivation to learn from Diversity Training. The block showed a great internal consistency ($\alpha = .91$) and, therefore, items were aggregated in a single index, where higher values indicated a high perception of behavioral control to participate in Diversity Training. Details are provided in Table 3.4.

Table 2.4

Perceived Behavioral Control Items in accordance with the links of Wiethoff (2004)

Variable	Item	Item Code	Link
Perceived Behavioral Control	I am aware of my institution's D&I policy	PBC_1	5
	My workload is too heavy to attend D&I training	PBC_2	5
	Participating in D&I training is among my personal goals	PBC_3	5
	I have easy access to D&I training	PBC_4	5
	I feel that my workplace is open to talk to talk about D&I.	PBC_5	5
	I would make all the necessary effort to attend D&I training	PBC_6	5
	I have complete control over whether or not I participate in D&I training	PBC_7	5
	My supervisor prioritizes my participation in D&I training	PBC_8	5

Block (d) – Motivation to learn from Diversity Training (DV)

Block (d) focused on motivation to learn from DT. It was made of 5 items, that were consolidated in a single index, which accessed the participants' perception about their motivation to learn from Diversity Training. The group of items indicated good reliability ($\alpha = .95$), where high values indicated high motivation to learn from DT. Details are provided in Table 3.5.

Table 2.5

Motivation to Learn from Diversity Training Items in accordance with the links of Wiethoff (2004)

Variable	Item	Item Code
Motivation to learn	I want to learn the content of a D&I training.	DV_1
	I want to attend a D&I training.	DV_2
	I feel motivated to learn in D&I training.	DV_3
	I will be engaged in D&I training activities.	DV_4

I want to start attending or attend D&I training more often.

DV_5

Block (e) – Demographic questions and further information (DEMO)

The questionnaire's last block consisted of 13 items to access important contextual information. Block (e) was composed of socio-demographic questions, such as participants' age, nationality, sex, and years of working experience. In addition to that, this block also checked if the participant was part of a social minority if they had any management position, and if the participant had any previous experience with DT, as well as which was his/her evaluation of it.

2.2.3. Data Collection and Analysis

The final questionnaire was sent by e-mail and shared in social media groups, aiming to reach as many participants as possible.

The model and the hypothesis were tested with the statistics software IBM SPSS 26, mainly to understand the relationship between the measured variables. Besides this, it was used IBM SPSS AMOS 26, that was used to verify the fit between Wiethoff (2004) model and the data collected.

Results

3.1. Relationships and Hypotheses' verification

As seen in Table 3.1, and in line with the three hypotheses, all the variables are positively correlated to each other. Motivation to learn from DT and subjective norms (N=216) were moderately to strongly correlated ($r(214) = .59, p < .001$), as well as with perceived behavioral control (N=218) ($r(216) = .58, p < .001$). As a highlight, motivation to learn from a DT and attitude toward DT were very strongly correlated ($r(215) = .79, p < .001$).

Table 3.1

Means, standard deviations, and correlations.

Variable	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Attitude toward attending Diversity Training	5.83	0.90			
2. Subjective Norms	4.62	1.04	.55**		
3. Perceived Behavioral Control	4.93	1.04	.47**	.66**	
4. Motivation to learn from Diversity Training	5.81	1.13	.79**	.59**	.53**

Note. **. $p < .01$ * $p < .05$

Multiple linear regression was also applied to understand the variation of the model and the relative contribution of the variables in the total variance. Results indicated that the model explained a great variance proportion in motivation to learn from DT ($R^2_{adj} = .66, F(3,212) = 139.08$). Besides that, attitudes toward DT significantly predicted motivation to learn scores, ($\beta = 0.81, t(212) = 13.24, p < .001$). Subjective norms significantly predicted motivation to learn scores ($\beta = 0.16, t(212) = 2.58, p = .011$). In addition to that, perceived behavioral control also significantly predicted motivation to learn scores ($\beta = 0.15, t(212) = 2.58, p = .011$). Tests to see if the data met the assumption of collinearity indicated that multicollinearity was not a concern (Attitude, Tolerance = .68, VIF = 1.48; Subjective norms, Tolerance = .49, VIF = 2.06; PBC, Tolerance = .55, VIF = 1.83).

3.2. Path analysis and Structural Equation Modeling

This study is the empirical application for Wiethoff's (2004) TBP-Based Model of Influences on Motivation to Learn from Diversity Training, which lead the researcher to use complementary tools for the analysis, aiming to understand more about the model fit with the data collected. Besides that, as mentioned before, the questionnaire was built to encompass attitudes' and subjective norms' components,

as well as PBC and motivation to learn. To understand more about those latent variables, a Path Analysis and a Structural Equation Modeling (SEM) were conducted using AMOS 26. These analyses allow to address hypothesized relationships among variables in a more flexible way than regression and uses a multivariate technique to specify the relationship (either directional or nondirectional) between many variables (MacCallum & Austin, 2000).

Path analysis was conducted to investigate the predictive role of the variables, also considering they are inter-correlated, as proposed in the TPB (see Figure 1.1).

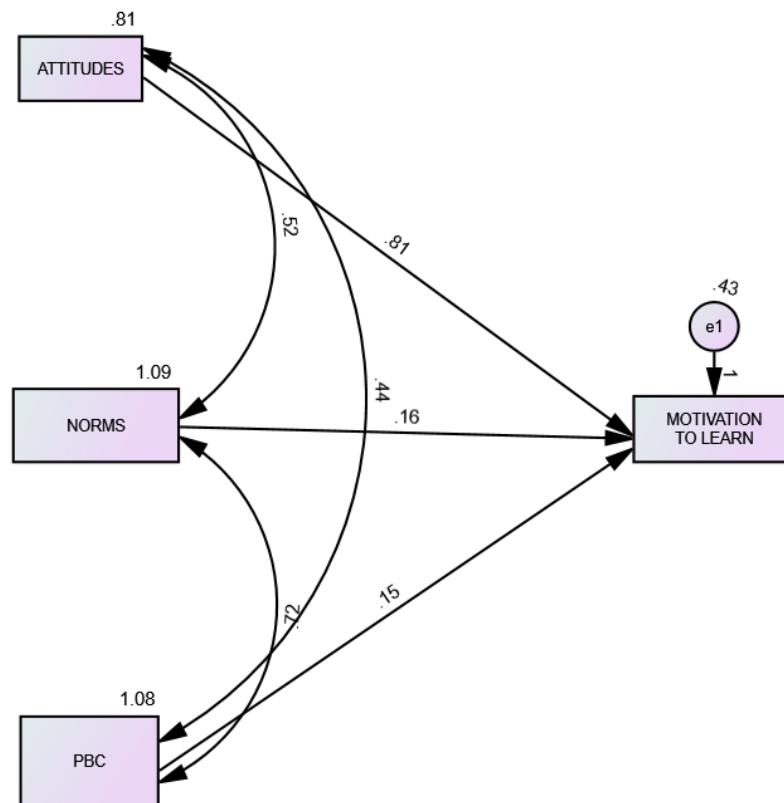


Figure 3.1 Path Analysis

The analysis showed that the variable “Attitude toward attending DT” ($\beta = .81, p < .001$) strongly predicted “Motivation to Learn from DT”. Besides that, “Subjective Norms” ($\beta = .16, p = .013$) and “Perceived Behavioral Control” significantly predicted “Motivation to learn from DT” ($\beta = .15, p = .009$).

In regards to the SEM, to test the model fit, we followed the recommendations and indexes proposed by Kline (2016). For the first test to check the model fits, the author decided to take into account all available information from the questionnaire and considered in the model all the data related to attitudes toward DT, subjective norms, perceived behavioral control, and motivation to learn from DT, which means all the valid data ($N = 213$), without any consolidation in components or factors. The data were organized according to the variable and each questionnaire statement was considered an observed variable. A set of latent variables would result in an observed variable (i.e., answers about attitudes’ statements 1, 7, and 9

constituted in “Perceived need for DT”). All the observed variables were categorized and organized according to the variable component that they were part of. This first try didn’t provide results, because the model didn’t achieve the minimum scores to be considered as a good fit (details in Table 4.2).

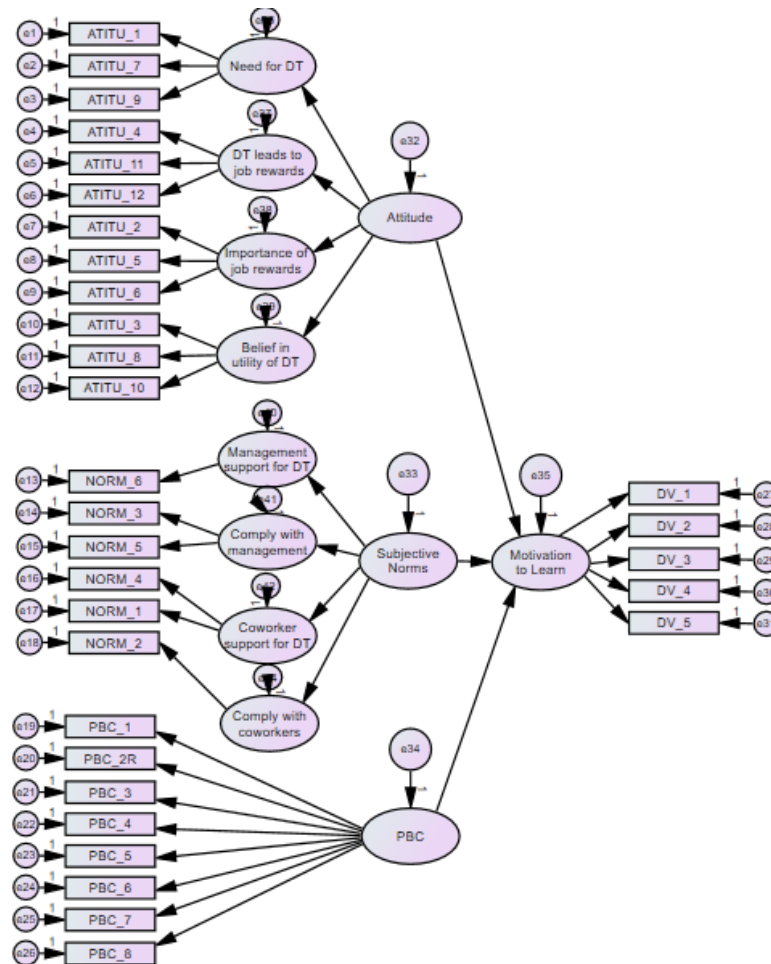


Figure 3.2 Proposed Model fit test with complete model – did not provide estimates due to no model fit

The software suggested that creating co-variances between errors and even between variables would increase the chance to reach a model fit, but the model did not accept it. Due to that impossibility, the author decided to change the model’s structure. In this new model version, it was possible to create co-variances between errors and variables, which provided a valid score to the model fit. As one can see in Table 4.2, it was confirmed that data has a good fit with the model (details in Table 4.2).

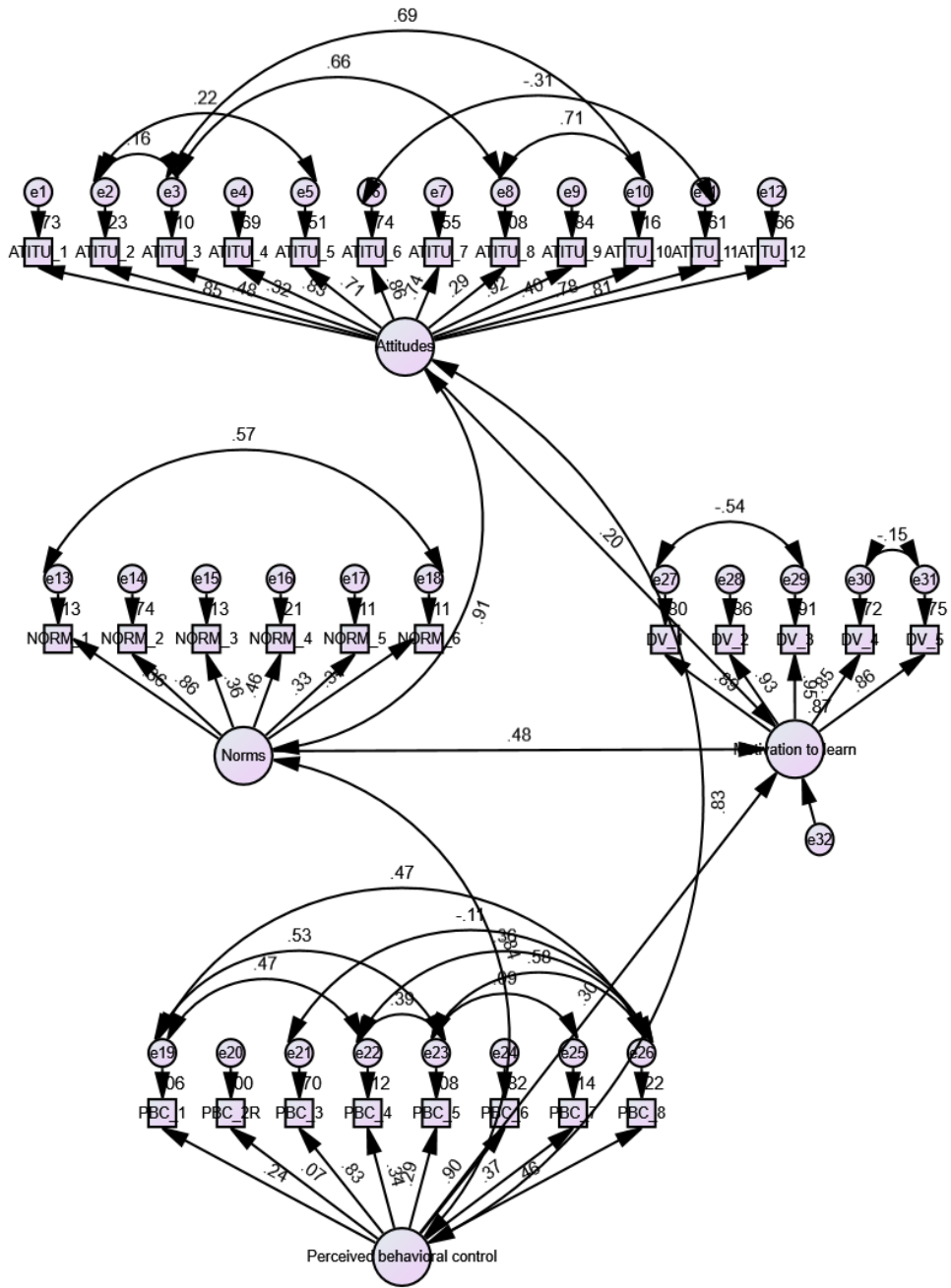


Figure 3.3. Statistical Results of SEM

The analyses reported that the “Attitude toward attending DT” ($\beta = .20, p = .219$) did not predict “Motivation to Learn from DT”. Besides that, “Subjective Norms” ($\beta = .48, p = .033$) and “Perceived Behavioral Control” significantly predicted “Motivation to learn from DT” ($\beta = .30, p = .021$). In spite of all the variables being on the same scale (7 - points Likert Scale), we considered for this study the standardized estimates.

Table 3.2

Fit Statistics for the Measured and Structured Models

The good of fit indices	Proposed Model	Revised Model
AIC	7646.51	1139.84
RMSEA	.222	0.80
GFI	.177	.778
AGFI	.122	.733
TLI	<.001	.871
CFI	1.00	.886

Note. Akaike Information Criterion (AIC), absolute fit: root-mean-square error of approximation (RMSEA), goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), the Tucker-Lewis Index (TLI), and the comparative fit index (CIF).

CHAPTER 4

Discussion

This study aimed to investigate how the factors from a workplace, taking into account attitudes, subjective norms, and perceived behavioral control, are correlated with employees' motivation to learn from a DT. Through a pre-questionnaire, we initially accessed experts' perceptions about possible attitudes and subjective norms toward attending to DT, which, summed with the suggestions of Wiethoff (2004), was the content used to design the study's questionnaire. The collected data offered information that allowed us to understand more about the dynamics between the factors analyzed and the motivation to learn. Path analysis and SEM was used to assess the model fit with the collected data, which also allowed us to explore other relations between the studied factors and motivation to learn. Analyses ultimately provided information that could support organizations to design the diversity management strategy, mainly regarding DT.

The analytical results supported the use of this theory for predicting motivation to learn from DT, supporting Ajzen (1991) that indicated the existence of relationships between attitudes, perceived subjective norms, and behavioral intention. The results not only supported all the hypotheses that proposed a positive correlation between the predictors and motivation to learn from a DT but also, after further analysis, providing information that can allow designing more strategic Diversity Programs.

In a separate analysis of the role of attitudes, subjective norms, and perceived behavioral control on motivation to learn from DT, attitudes toward attending DT can be highlighted as the strongest predictor of motivation to learn from DT, which sustains previous findings that employees' general attitudes toward training experiences can have a substantial influence on their participation level (Bates, 2001; Noe, 1986). In other words, the results suggested that employees from Portuguese companies that presented positive attitudes toward attending to DT might present high levels of motivation to learn from DT.

Path analysis highlighted that, when the attitudes, subjective norms and perceived behavioral control act together, subjective norms presented themselves as also a strong predictor of motivation to learn from DT. This finding corroborates also Bates (2001), who declared that even though attitudes are important to motivate employees to participate in training, it is possible that some still will not be motivated enough to attend training sessions. Likewise, this result is largely consistent with that of prior research that social support positively affects participation in training (Colquitt et al., 2000; Noe, 1996; Tharenou, 2001). It also suggests that managers and colleagues can positively influence employees' learning attitudes and perceptions of the benefits to be gained by participating in development activities (Tan, 2015). The results indicate that respondents are concerned and influenced by the opinion and thoughts of others regarding their intended behavior.

Besides that, path analysis also showed that PBC, when analyzed together with other variables, did not have predictive power toward motivation to learn from DT (for examples of a situation like this,

see Brouwer et al. (2009); Smith et al. (2008). This is different from what was found in linear regression. In any case, besides the PBC is a construct that is challenging to be transported to reality, the lack of support for the role of PBC within the prediction of self-reported intentions and behavior ought to not fundamentally be translated as a failure of the model. Within the present study, average levels of PBC were high (5.1 on a 7-point scale), and ceiling impacts may have restricted the predictive power of this construct.

However, these results need to be interpreted with caution. Although in multiple regression and path analysis, predictors showed a significant association with motivation to learn from DT, in more sophisticated analysis, like SEM, associations become non significant. This signals that there might be something problematic with some items, such as an overlap between the constructs. For instance, items related with motivation to comply, as suggested by Wiethof (2004), can be overlapping with the criterion variable (See Table 2.3 for examples such as items “NORM_2” and “NORM_5”). More importantly for the pattern of results with and without SEM, the items encompassing attitudes might be referring to separate constructs/subscales. Thus, discriminant validity of components, as well as other scale validation procedures need to be further addressed in future research.

4.1. Implications

The findings of this study have some potential general practical implications. The support of all the hypotheses and the model fit, as well as the subsequent understanding of a stronger relation between attitude and subjective norms with motivation to learn from DT when all variables were analyzed together, provided us important information and directions for more targeted and strategic Diversity Programs.

Even though literature warns us about possible negative effects of mandatory training (Dobbin & Kalev, 2016), training had often been presented in the practitioner literature and popular press to be valuable and important for Diversity Programs (Hanover & Cellar, 1998). This shows its importance to be well promoted and designed.

In general, this first application of Wiethoff's (2004) model contributed with important information for organizations that are interested in motivating their employees to participate in DT. Taking the results into account, a possible strategy for designing a Diversity Program would be the focus on employees' attitudes toward attending DT and the opinion that their relatives, work peers, and managers have regarding DT, which means the subjective norms.

Below, we propose the deployment of this study's results applied in a Diversity Program, at a strategic level. The goal is to reflect how to assess employees' attitudes and subjective norms toward attending DT, how to plan a focused communication strategy, and display some possible activities that could contribute to increasing attendance and motivation to learn in DT.

4.1.1. Mapping the workplace

By identifying components of attitudes, moral and affective beliefs, as well as subjective norms regarding DT, companies can identify barriers that would prevent workers from fully engaging in the diversity training process.

The mapping process can be done in several ways. Looking for understanding more about the attitudes toward attending DT, an efficient way would be to directly ask the employees through objective questions, that could be in an independent questionnaire or even inserted in a previous current survey. It is important to cover the whole organization, considering all the hierarchical levels, because, as we saw in the results regarding subjective norms, the main leaders and managers' opinions and attitudes have a substantial impact on other employees' behaviors.

For the subjective norms, due to the complexity to access it through simple and objective questions, and as suggested by Wiethoff (2004), a Focus Group could be a solution to understand more about the subjective norms' dynamics in the workplace, according the employees' perception.

Following Wiethoff's (2004) proposed model, attitude toward attending DT is a result of four components ("Belief of utility of DT", "Perceived need for DT", "Belief that DT leads to job rewards" and "Importance of job rewards"), as well as the subjective norms ("Perceived management support for DT", "Motivation to comply with management", "Perceived coworker support for DT" and "Motivation to comply with coworkers"). In that way, for a complete and structured mapping process, the questionnaire and the Focus Groups questions should encompass all those components.

For a proper mapping, the author would suggest the "Questionário de auto-diagnóstico – Colaboradores" (QAAD-COL), developed and tested by (Ramos et al., 2017)¹. The questionnaire is divided in seven blocks (Commitment, Communication, Training and Development, Working Conditions, Culture, Recruiting and Selection, and Socio-demographic Information), that access employees' opinion regarding diversity in their organization. In case of need, there is also a version for leadership ("Questionário de auto-diagnóstico – Chefias (QAAD-CH), from the same authors. Both questionnaires are available for the signatories' organization of the Portuguese Diversity Charter and can be found in the Portuguese Association for Diversity and Inclusion website (APPDI, 2020).

The mapping results will provide significant information about employees' general attitudes toward attending DT and subjective norms, in an organizational setting. It should be strategically studied, to be used as basis for the communication rationale and also for the Activities' Strategic Plan. For an optimized usage of them, the results could be stratified by macro or micro-areas (such as controllership, human resources, governance, marketing, purchasing), as well as by the components (such as ("Belief of utility of DT", "Perceived need for DT", "Belief that DT leads to job rewards" and "Importance of job rewards"), so then the organization would be able to act on each component according its score by area

¹ (Ramos et al., 2017) – The questionnaire was officially developed by those authors, not existing an official reference according to APA.

(i.e., “Perceived need for DT” presented lower scores in controllership; “Belief in utility of DT” had higher scores in marketing).

4.1.2. *Communication rationale about Diversity Training*

Afterward, the mapping process would provide information to design a well addressed DT rationale strategy. According to the employees’ perception accessed in the questionnaire and Focus Groups, the organization will be able to define how to organize communication tools in a way to reach the majority of employees. In the same way, the results breakdown by area and by attitude/subject norms components will provide a clearer idea about the organization’s current situation, if it is more homogeneous or heterogeneous according to employees’ perception, which will permit the responsible to decide the communication rationale characteristics based on that, boosting the positive perception about DT.

Due to the challenge to reach employees’ attitudes only through communication, using Wiethoff (2004) components to design the strategy can be a good start. For instance, campaigns showing the utility of DT for daily work life for personal and professional relations can cause a strong impact. Consequently, understanding more about the utility will probably influence sense of necessity as well, which also can be promoted through communication rationale.

As well as the attitudes, the subjective norms can also be a challenging topic to address. Nevertheless, the communication rationale can be designed with campaigns that can show the employees positive social norms about DT that are part of their workplace. For those campaigns, the most strategic partners would be the managers, mainly the board members or managers that are well known and have a good influence in the workplace. According to Ashikali et al. (2020), an inclusive leadership that supports diversity can positively moderate the relation between their teams and inclusive environment, which proves the managers’ influential power. Besides that, Avolio et al. (2004) propose that an authentic leader’s “ethical behavior sends a strong message to followers affecting what they attend to, what they think, how they construct their roles, and ultimately how they decide and behave” (p. 807).

A leader's role is crucial in fostering inclusion (Carmeli et al., 2010; Ely & Thomas, 2011; Pless & Maak, 2004). In that way, managers’ testimonials, that share with the whole organization the leadership’s commitment to participate in DT and to the Diversity Program itself, would play an important role in promoting subjective norms, due to being part of two of four subjective norms components in this study model (“Perceived management support for DT” of two of four subjective norms components in this study model (“Perceived management support for DT” and “Motivation to comply with management”). Nevertheless, it would also be important to cover the “Perception about coworkers’ support for DT” and “Motivation to comply with them” in the strategy, and that can also be promoted with testimonials and videos, also incentivizing the participation in DT, aiming to be closer to the employee’s reality that makes it easier for the target group to identify with.

To conclude, the study implications to the communication rationale about DT is a powerful tool that can promote both attitudes and subjective norms and expand the communication coverage to the employees' life apart from the workplace. Even though the employees' relatives and close friends are not mentioned in components of subjective norms of Wiethoff's (2004) model, they also play an important role in their lives and have a strong impact on their perception of a topic (Fishbein & Ajzen, 2010). In that way, a campaign that reaches that target group could also impact indirectly the employees. As an example, this can be done through a printed or online magazine or newsletter, that can be sent to the employees' house or e-mail, a post on social media or an event in person. The goal is to make contact with different dimensions of the employees' life.

4.1.3. Diversity Programs Activities

Diversity Programs can have several activities that impact positively the employees and promote a more diverse and inclusive workplace. In these sections, we aim to reflect on some of them, that are connected to the results of this study, which means activities that will be related to employees' attitudes toward attending DT and subjective norms about it, that, according to our findings, be positively correlated to motivation to learn from DT.

Below, activities in a Diversity Program that can impact employees' attitudes and also in subjective norms are highlighted, due to the association between them. Besides the impact of structural activities, such as policy changes or an inclusive recruitment and selection process, we focused on highlighting punctual activities, due to their short-term possible impact.

- **Business Resources Groups (ERG) or Affinity groups:** those groups, known also as ERGs (Employee Resource Groups) are currently used for organizations to bring together employees with similar interests and/or backgrounds and are known as meetings in which participants gather based on a particular social identity to discuss related personal experiences (Douglas, 2008). Affinity group members share similar social status, common goals, or are perceived and responded to similarly by outgroup members (e.g., both Black and Latino students frequently report that their teachers have low expectations of them; Rosenbloom & Way, 2004). The commonality of the in-group setting and shared challenges cultivate an environment where members talk more unreservedly or get approval, without fear or preventiveness related to outgroup individuals challenging their points of view (Tauriac et al., 2013). This tool is currently used in Diversity Programs since they create an opportunity for employees to discuss and reflect about diversity, allow networking, mentorship, and provide opportunities for personal and professional development. It can be a decisive and critical initiative to enhance motivation to learn in DT, due to the strong impact on attitudes and subjective norms in the participant employees (Tauriac et al., 2013).

- **Leadership Development:** As mentioned by McPherson (2009), managers need to gain skills and confidence to manage a diverse workforce, which can be done through development programs such as equal opportunities awareness training (McPherson, 2009). As leaders become more aware of the benefits of an inclusive culture (Carmeli et al., 2010; Gotsis & Grimani, 2016), they incorporate it into the policies and practices of the organization, engage in open dialogue with employees, foster innovation and creativity, and seek organizational commitment. Besides that, Schein (1983) declared that a leader is pivotal to create any culture, which demonstrates their impact on the whole organization.
- **Diversity Training:** the training events themselves play an important role in employees' attitudes and subjective norms. Two main training formats will attack those factors: awareness-based training, which impacts more on subjective norms, but also on attitudes, and behavior-based training, which impacts more on participants' attitudes. Awareness-based training frequently emphasizes having people share experiences (Roberson et al., 2001) and focuses on promoting participants' self-awareness on diversity-related issues such as cognitive biases and heuristics that may affect the interpretation of others' behavior (Probst, 2003). Behavior-based training educates participants on monitoring their actions and giving appropriate responses to specific differences in the workplace or classroom, such as identifying and overcoming interracial communication barriers (e.g., openly discouraging racial jokes; Hanover & Cellar, 1998). Employers often conduct behavior-based training in conjunction with awareness-based training, in their diversity training activities. The goal is to facilitate positive intergroup interactions, reduce prejudice and discrimination, and enhance the skills, knowledge, and motivation of individuals who interact with diverse others (Pendry et al., 2007).

Finally, yet important to highlight, Diversity Program can be dynamic, complex and, as the topic that is promoted by it, diverse. Other extremely strategic actions, such as inclusive recruitment and selection, internal affirmative actions, training targeted to minority groups of the organization, inclusive policies, and inclusive performance evaluation, are also important activities for the Diversity Program success. The activities above were selected and briefly explained due to their direct relation with our study results and implications.

4.2. Limitations

This study has several limitations. First, our study measured intention and not the actual implementation of the behavior. Nevertheless, as previously mentioned by Ajzen (1990), it is evident that a behavioral intention can find expression in the behavior itself as if the behavior addressed was under volitional control (i.e., in case the individual can choose at will to perform or not perform the behavior). In spite of the fact that a few behaviors may in truth meet this requirement very well, the performance of most depends on slightly to a few degrees on such non-motivational factors as the accessibility of essential

opportunities and resources (e.g., time, money, abilities, participation of others (see Ajzen, 1985, for a discourse). Collectively, these factors represent people's real control over the behavior. To the extent that an individual has the desired openings and assets, and is serious to perform the behavior, he or she ought to succeed in doing so. Thus, the extent that attitude, subjective norms and PBC, and other variables such as past behavior have on actual behavior, cannot be extrapolated from these results.

Secondly, the samples for the present study were enough for our goals but small for any kind of generalization to the entire Portuguese context of Portuguese workers. Thirdly, Wiethoff (2004) recommended in her study how to design the model's questionnaire. Even though it was applied the four-stage research design (data elicitation, data synthesis, data collection, and data analysis) as suggested, being this study a Master's dissertation with limited time and resources, as well as the pandemic condition, it was not possible to follow perfectly her indication, mainly regarding the data elicitation stage, in which focus groups would be applied to access the members of target population beliefs about DT, their perception about discrimination in their workplace and/or the utility of DT. Another limitation in the questionnaire design, also due to the limited resources and conditions listed above, is that the answers of the pre-questionnaire were not officially content analyzed.

Also, an important limitation to be mentioned is the impact of the several meanings of the translation of the word "participation". In Portuguese, its translation, "participação", is also used to the simple presence in an event, "attending", which is not necessarily the same as "active participation", be part of something actively, as Wiethoff used in her model. In that way, the authors tried to reduce this impact in the questionnaire, even though we could not assure that all the participants have the same understanding.

To conclude the study's limitation, Wiethoff (2004) model limitation cannot be ignored and it also impacts the present study. According to her, the model relates only to trainees' motivation to learn and this is only a small piece of the puzzle. The model does not, for example, investigate trainees' intention to transfer learned behaviors to the workplace, which is an essential practical result for the organization (Wiethoff, 2004). Secondly, the official model takes into account the individual differences as a possible influence in trainee motivation to learn, independent of TPB-related effects, factors that in this study were not covered.

Moreover, even though DT is an important part of Diversity Programs, it is still a limited portion of it. Thus, the benefits of good diversity management programs cited earlier in this study, such as team performance (Pelled et al., 1999), reduce absenteeism and turnover, increase productivity, enhance organizational commitment (Triana et al., 2010), increase employee well-being and organizational performance (Jackson & Joshi, 2011; van Knippenberg & Schippers, 2007), will not be achieved solely by providing good diversity training (Dobbin, 2018). Lastly, as cited before, the model assumes that attendance at a DT is mandatory, rather than voluntary. As mentioned by Dass and Parker (1999), trainees with choice and voice in the creation and implementation of diversity-friendly programs could modify the dynamics of the model in many ways, because employees may also choose to attend programs that

emphasize elements of diversity policies that correlate with their own views on the topic, enhancing motivation to learn (Dass & Parker, 1999).

The most important limitation is the fact that there is something problematic with items that only becomes salient in more sophisticated analyses such as SEM. This signals not only that all of the above implications need to be taken with caution, but also that future research should further assess discriminant validity of the proposed components.

4.3. Future Research

Future research has the potential to go further, addressing this study's limitations and going deeper into the topic. This study is the first and initial application of Wiethoff's (2004) model and contributes to other current literature in TBP, DT, and motivation to learn. In that way, there is a whole universe to be explored, tested, and improved.

First, it will be necessary to further address the proposed measurement of the items, in face of the loss of significance of attitudes when analysed via SEM.

Moreover, we highly recommend proceeding with deeper research on the TBP-Based Model of Influences on Motivation to Learn from Diversity Training. The results call for an application of the model according to its authors' suggestions, with all four stages applied entirely: a) organizing and facilitating focus groups with members of the target population to access through open-ended questions, their perception about DT, the individuals whose opinions about multiculturalism and DT are most salient to them, and if they believe that they have enough resources to attend DT programs; b) aggregate the answers to identify the most often mentioned beliefs, referent others, and behavioral controls; c) use that information to develop a focused questionnaire; d) apply the questionnaire in the entire group. Moreover, it is a great opportunity to have a bigger sample, maybe even comparing countries or within countries with different populations.

Future research should also consider checking if the behavioral intention would really predict the behavior itself (active participation in DT program), what can be done through connecting a study with a questionnaire after a DT, to understand if the motivation to learn really predicted active participation in DT program.

Finally, yet importantly, it would be interesting that, in similar potential studies, the authors make it clear to the participants the concept of "participation" and the difference between "attending" and "active participation". This can be done by providing an explanation at the beginning of the questionnaire regarding which is the suggested interpretation for this word, what could reduce possible ambiguity, mainly in contexts where English is not an official language.

Even though this study focuses on subjective norms, Cialdini and his colleagues (1990, 1991) mention that are other two types of norms: injunctive and descriptive. Injunctive norms reflect discernments of what others endorse or dislike of, and motivate action since of the social rewards and punishments related with engaging, or not engaging, in the behavior. Descriptive norms reflect perceptions

of whether other people really engage within the normative behavior themselves, and spur activity by advising individuals almost what is likely to be successful or versatile behavior in a specific setting. Understanding those concepts would provide important tools for a more strategic communication plan. In that way, taking into account the findings of this study regarding the predictive power of subjective norms, future researchers could check if injunctive norms and descriptive norms would also impact motivation to learn and how that would occur.

4.4. Conclusion

The TPB proved to be useful in explaining people's intentions in the context of Diversity Training in Portuguese organizations. Even though those results cannot be generalized to the whole Portuguese context, the study provided an important step forward to the field's literature. Additionally, this first empirical application of Wiethoff (2004) model and the positive model fit provided important information for next studies with the same theoretical concept. Besides that, this study provided the first attempt of measurement of these concepts.

The idea of this study came from the author's previous experience with diversity training participation in organizations. The faced challenges to motivate people to participate in the DT, as well as the difficulty to even motivate employees to attend the programs, spotlighted the importance to understand more about the topic and seek for theoretical information, aiming to create a more focused diversity strategy plans. Diversity has become a crucial topic for global and even local organizations and its proper management is essential for more than just providing benefits to the organization, to also guarantee equal opportunities to all employees, and, hence, a fairer society.

Finally, I believe that the changes needed for this fairer society come from small changes, small contributions, that, together, create a chain of positive impact. The comprehension of the psychological processes in the organizations is a small, but also an important link for this chain.

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Appendix A

Cite possíveis motivos (crenças) que colaboradores da sua organização diriam sobre por que participariam ou por que não participariam de treinamentos de diversidade, considerando os seguintes fatores:

CONSIDERANDO OS POSSÍVEIS RESULTADOS DO TREINAMENTO:

→ Por que participariam: (exemplo: por que quero ser um empregado mais justo com meus/minhas pares)

→ Por que não participariam: (exemplo: por que acho que os treinamentos não funcionam)

Cite possíveis motivos (crenças) que colaboradores da sua organização diriam sobre por que participariam ou por que não participariam de treinamentos de diversidade, considerando os seguintes fatores:

CONSIDERANDO SITUAÇÕES DO DIA-A-DIA E PESSOAS QUE POSSAM INFLUENCIAR NA PARTICIPAÇÃO:

→ Por que participariam? (exemplo: por que tenho um membro da família com necessidades especiais)

→ Por que não participariam? (exemplo: por que tenho muitos e-mails para responder)

Appendix B

O presente estudo surge no âmbito de um projeto de investigação a decorrer no ISCTE – Instituto Universitário de Lisboa. O estudo tem como objetivo entender mais sobre a motivação para aprender dos colaboradores em Formações sobre Diversidade & Inclusão (D&I).

O estudo é realizado por Caio Moretto, aluno do Mestrado em Psicologia das Relações Interculturais do ISCTE, no âmbito de sua Dissertação de Mestrado, sob orientação da Professora Doutora Miriam Rosa. O responsável poderá ser contactado caso o/a participante pretenda esclarecer uma dúvida ou partilhar algum comentário.

A sua participação no estudo, que contribuirá para o avanço do conhecimento neste domínio da ciência, consiste em responder o questionário de múltipla escolha a seguir, com duração média de 6 minutos. Não existem riscos significativos expectáveis associados à participação no estudo.

A participação no estudo é estritamente voluntária: pode escolher livremente participar ou não participar. A qualquer momento pode interromper a participação sem qualquer justificação. Além disso, a participação é anónima, confidencial e sem riscos envolvidos para o participante.

Declaro ter compreendido os objetivos de quanto me foi proposto e explicado pelo investigador, ter-me sido dada oportunidade de fazer todas as perguntas sobre o presente estudo e para todas elas ter obtido resposta esclarecedora.

- Aceito participar
- Não aceito participar

Obrigado por aceitar participar neste estudo. De seguida, irá responder a algumas questões acerca de formações sobre diversidade & inclusão (D&I).

Não existem respostas certas ou erradas para estas questões. O mais importante para o sucesso deste trabalho é que nos indique a sua opinião mais sincera.

Indique em que medida concorda ou discorda com as afirmações abaixo:

	Discordo totalmente	Discordo	Discordo parcialmente	Nem concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Acredito que é útil aumentar o meu conhecimento sobre D&I através de formações							
Acredito que se eu participar em formações sobre D&I terei recompensas no trabalho							
Receber recompensas no trabalho é importante para mim							
É necessário que a organização proporcione formações sobre D&I para os/as seus/suas colaboradores/as							
Acredito que participar de formações sobre D&I trará benefícios ao nível das relações interpessoais com os meus/minhas colegas e chefia							
Acredito que participar de formações sobre D&I trará benefícios para o meu desempenho no trabalho							
Acredito que participar de formações sobre D&I é útil para reduzir os meus preconceitos e comportamentos discriminatórios							

	Discordo totalmente	Discordo	Discordo parcialmente	Nem concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Receber recompensas no trabalho aumenta o meu desempenho.							
Creio que participar em formações sobre D&I é útil para o meu desenvolvimento profissional							
Receber recompensas no trabalho é importante para manter a motivação dos/as colaboradores/as							
Participar em formações sobre D&I é necessário para uma sociedade mais justa e igualitária							
Eu necessito de formações sobre D&I							

Indique em que medida concorda ou discorda com as afirmações abaixo:

	Discordo totalmente	Discordo	Discordo parcialmente	Nem concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Os meus/minhas colegas participam de formações sobre D&I							
Tenho interesse em participar em conjunto com os/as meus/minhas colegas em formações sobre D&I							
Tenho tendência para seguir as sugestões do/da meu/minha gestor/a no dia-a-dia de trabalho							
Pessoas que me são próximas acreditam que eu deveria participar de Formações de Diversidade							
Eu iria a formações sobre D&I se a minha chefia também fosse							
A minha chefia promove a participação em formações sobre D&I							

Indique em que medida concorda ou discorda com as afirmações abaixo:

	Discordo totalmente	Discordo parcialmente	Nem concordo nem discordo	Concordo parcialmente	Concordo totalmente
Conheço a política de D&I da minha organização					
A minha carga de trabalho é demasiado alta para participar em formações sobre D&I					
A participação em formações sobre D&I está entre as minhas metas pessoais					
Tenho fácil acesso a formações sobre D&I					
Sinto o meu ambiente de trabalho aberto para falar sobre D&I					
Eu faria todos os esforços necessários para poder participar de formações sobre D&I					
Tenho total controle na minha participação ou não em formações sobre D&I					
A minha chefia prioriza a minha participação em formações sobre D&I					

Indique em que medida concorda ou discorda com as afirmações abaixo:

	Discordo totalmente	Discordo	Discordo parcialmente	Nem concordo nem discordo	Concordo parcialmente	Concordo	Concordo totalmente
Desejo aprender o conteúdo de uma formação sobre D&I							
Quero participar em uma formação sobre D&I							
Sinto-me motivado/a para aprender em formações sobre D&I							
Estarei empenhado/a nas atividades de uma formação sobre D&I							
Pretendo começar a participar ou participar mais vezes em formações sobre D&I							

Qual seu ano de nascimento? Por favor, responda no formato AAAA.

Nasceu em Portugal?

- Sim
- Não (por favor, indique o país onde nasceu)

Tem nacionalidade portuguesa?

- Sim
- Não

Sexo:

- Feminino
- Masculino
- Prefiro não responder
- Tenho outra posição. Qual? _____

Pertence a alguma minoria social?

- Sim
- Não

Qual?

Género

Étnica

Orientação sexual

Religiosa

Classe social e económica

Outra. Qual? _____

De momento, tem algum cargo de chefia na organização a que pertence?

Sim

Não

De momento, tem algum papel de decisão acerca dos recursos humanos?

Sim

Não

Há quanto tempo trabalha?

- Menos de 1 ano
 - Entre 1 ano e 10 anos
 - Entre 11 anos e 20 anos
 - Acima de 20 anos
-

Durante a sua carreira, já participou em alguma formação sobre D&I

- Nunca participei
 - Participei uma vez
 - Participei algumas vezes
 - Participei muitas vezes
-

O que achou dessa(s) formação(ões)? Por favor, mova o cursor para indicar a sua resposta. Quanto mais para a direita, mais gostou, quando mais para a esquerda, menos gostou



Por favor, identifique o tipo de organização a que pertence:

- Organização Social
 - Organização Civil
 - Organização Não Governamental (ONG)
 - Organização Governamental
 - Organização Pública
 - Organização Privada
 - Organização Empresarial
 - Outra _____
-

Quais as suas habilitações literárias?

- Até 12º ano ou equivalente
 - Licenciatura completa
 - Mestrado completo ou superior
-
-

Muito obrigado por ter participado neste estudo. Conforme adiantado no início da sua participação, o estudo pretende entender mais sobre a motivação para aprender dos colaboradores em formações sobre D&I e examinar quais fatores do ambiente podem influenciar nesse processo de aprendizagem. Mais especificamente, se as atitudes, as normas sociais ou a percepção de controlo comportamental se relacionam para prever a motivação para aprender nessas formações.

O presente estudo não apresenta vínculo nenhum com a sua organização. Os resultados serão apresentados aos participantes e organizações interessadas.

Reforçamos os dados de contacto que pode utilizar caso deseje colocar uma questão, partilhar algum comentário, ou assinalar a sua intenção de receber informação sobre os principais resultados e conclusões do estudo: cfmoo@iscte-iul.pt ou miriam.rosa@iscte-iul.pt .

Mais uma vez, obrigado pela sua participação.