

Leanne Son Hing, Psychology

- Research areas include prejudice, discrimination, and promoting diversity, equity, and inclusion
- SHHRC-funded, CIFAR (2005-2019)
- Supervised 2 post docs, 8PhDs, 20 MAs, 19 Honours, 41 independent study students, many RAs
- Diverse lab: ethnicity, nationality, religion, gender, sexual orientation, cognitive diversity, mental health



Original Paper | [Open Access](#) | [Published: 03 January 2023](#)

Development and Validation of the Marginalized-Group-Focused Diversity Climate Scale: Group Differences and Outcomes

[Nouran Sakr](#), [Leanne S. Son Hing](#)  & [M. Gloria González-Morales](#)

Journal of Business and Psychology (2023) | [Cite this article](#)

1492 Accesses | 3 Altmetric | [Metrics](#)

Abstract

In this research, we created and tested the validity of a Marginalized-Group-Focused Diversity Climate Scale (MGF-DCS) following Hinkin's (1998) best practices. Previously, no measure of diversity climate has been validated. Furthermore, addressing challenges concerning the basis of diversity climate perceptions, we reviewed disparate diversity climate definitions and scales to identify its core components and sources, focusing on the treatment of organizational members who identify as marginalized group members. Using full-time employee samples ($N = 1639$), tests of content validity (study 1), exploratory factor analysis (study 2), confirmatory factor analysis (study 3), convergent and discriminant validity (study 4), and criterion validity (study 5) were conducted. Results suggest that the MGF-DCS comprises three subscales: (1) interpersonal valuing of marginalized groups; (2) organizational representation and inclusion of marginalized groups; and (3) organizational anti-discrimination. Furthermore, the MGF-DCS exhibited measurement invariance across marginalized group identification. In study 5, using the MGF-DCS, we tested how perceptions of diversity climate predict organizational and personal outcomes, as moderated by participants' marginalized group identification. In general, the more participants perceived their workplaces to have a positive diversity climate, the better they saw social dynamics in their workplace (e.g. higher cohesion) and the better their personal outcomes (e.g. lower job stress); in some cases, these benefits were stronger for employees identifying as marginalized group members (e.g. less experienced discrimination). Thus, the MGF-DCS provides a reliable and valid assessment of diversity climate in organizations that can be used to advance theory, research, and diversity management

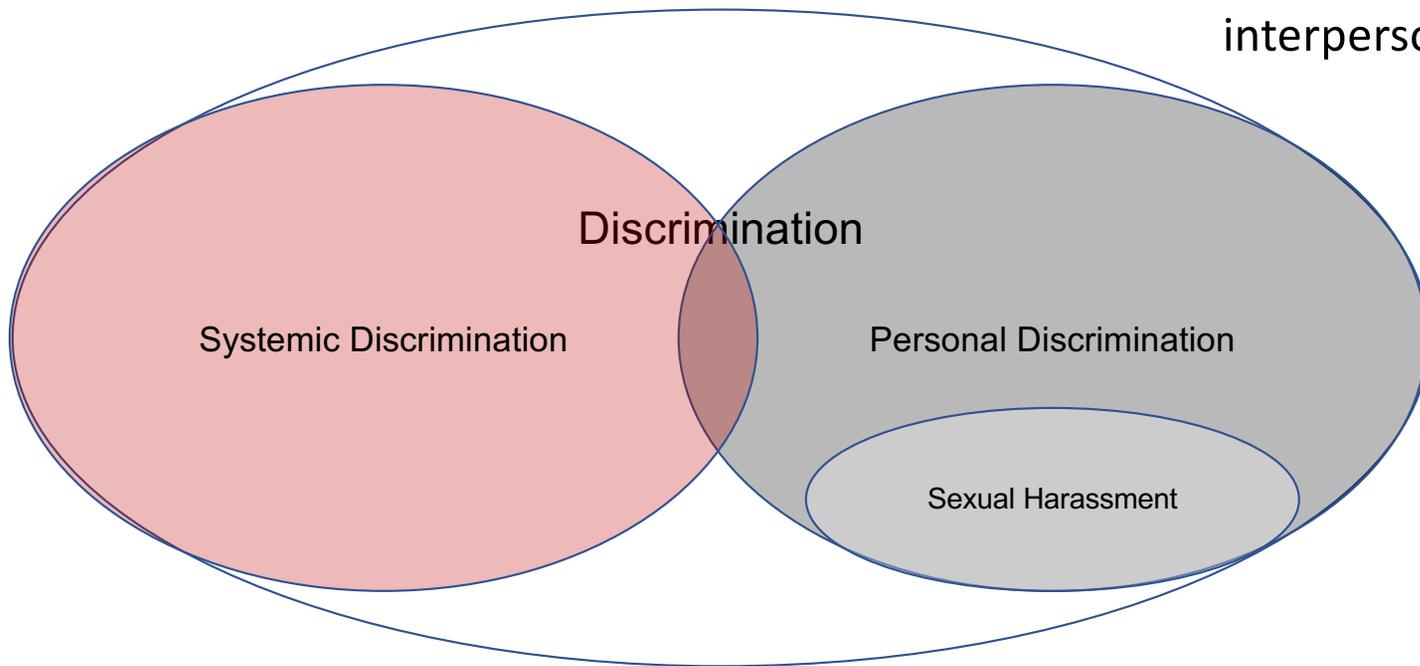
The Importance of a Positive Diversity Climate

Components of Diversity Climate

1. Intolerance of discrimination
2. Fair, equitable treatment, outcomes
3. Inclusion: socially, decision making

Sources of Diversity Climate

1. Peers
 2. Supervisors, Managers, Leaders
 3. Organization (policies, procedures)
-



workplace policies, procedures
& practices that determine
outcomes

interpersonal treatment

Discrimination

Systemic Discrimination

Personal Discrimination

Sexual Harassment

1. Forms of Systemic Discrimination

Recruitment

Selection

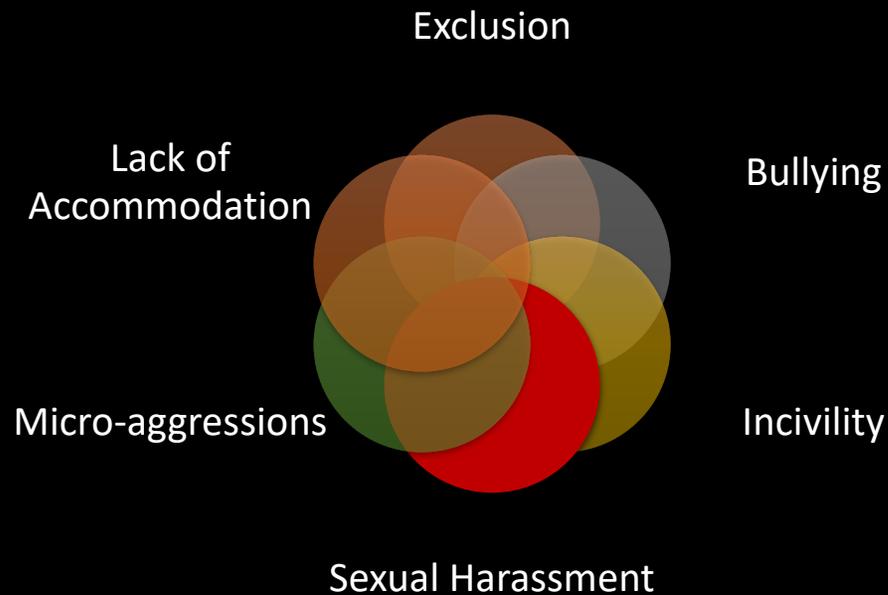
Training

Performance
Evaluations

Promotions

Compensation

Forms of Personal Discrimination



2. Fair, Equitable Outcomes and Treatment

Recruitment

Selection

Training

Performance
Evaluations

Promotions

Compensation

How are the values of
diversity, equity, and
inclusion promoted
within my lab culture?

Qualtrics survey of students



The lab feels like a safe space for different points of view and experiences to be shared. The members and advisor are curious creating an open lab culture.

- All lab members have equal opportunities to provide feedback, present ideas, and experience similar events (i.e., practice presentations at lab meetings, conferences, lab activities, etc). - No discrimination from lab activities such as lab dinners and lab meetings. All member's thoughts and ideas are considered during lab meetings. - Lab members encapsulate all types of diversity, from gender, ethnicity, degree type/level, personal experiences and skill etc.

Issues of diversity, equity, and inclusion are spoken about on a regular basis in lab meetings and individual meetings with Leanne. I feel that people in the lab are comfortable sharing their own experiences, and we also talk about the literature on the topic as well. Recognising these issues in society and brainstorming ways we can possibly improve it is very empowering.

Just by looking around. We are all so different in terms of where we come from and what stages we are in our academic career, but I have never once felt less valued because of either of those factors.

Lab members come from different backgrounds and cultures. Also, I found that everyone was able to have a voice in the lab and speak freely. I felt supported and appreciated the various conversations we had about EDI challenges that lab members and Leanne had faced.

The research everyone is doing itself show the labs attention to instances of inequality in society and seeing this passion for promoting EDI in contexts outside of the lab also shows to me that these values are present in the lab. As well, everyone in the lab is very mindful of the language they use when talking about minorities and their experiences. Also, I appreciate the diversity in the lab as it makes me feel more included and comfortable in the lab. I tend to feel pretty out of place at the University of Guelph as a non-white student so it is nice to be in a lab with diversity!

UNIVERSITY OF GUELPH

LEADERSHIP FRAMEWORK

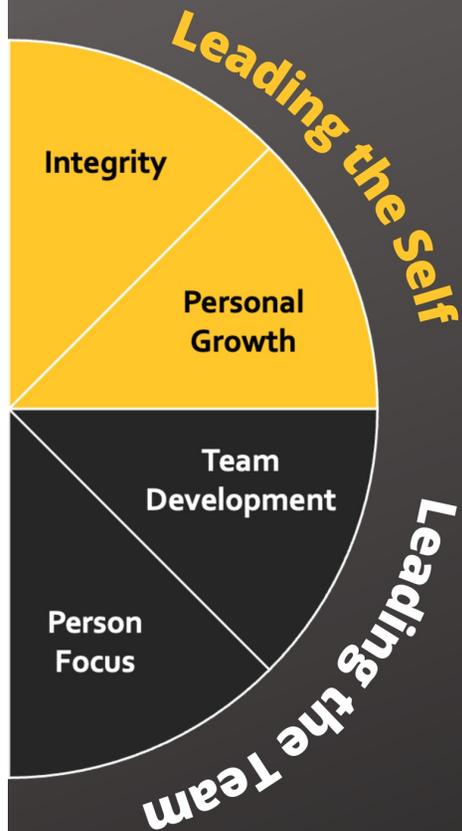
This leadership framework provides a shared understanding of ideal leadership at the University of Guelph (UofG) for formal and informal leaders (i.e., senior administrators, faculty, staff, students). It identifies eight key competencies one can draw on to effectively lead oneself, one's team, and one's organization.

The UofG Leadership Framework can be used by individuals to help guide their personal development and growth, and by the institution to better recruit, support, and develop leaders (e.g., as a tool for leadership training, coaching & mentoring, developmental feedback, and succession planning).

This project was conducted by the Leadership and Mentorship Subcommittee of the UofG GenEQ Advisory Group and Organization & Management Solutions (OMS). We aim to promote leadership with the lens of gender equity, diversity, inclusion, and indigenization, which will improve people's experiences at UofG.



Definitions



Integrity

Models core missions and values aligned with the University; consistently enacting fairness, transparency, and accountability.

Personal Growth

Proactively reflects and refines understanding of own strengths and areas for growth while remaining committed to personal learning and development.

Team Development

Fosters a collective sense of purpose and growth by empowering team members and managing team dynamics.

Person Focus

Acknowledges individuals' experiences and demonstrates compassion and respect toward others.

Definitions

Communication

Invites discussion and actively listens to others' perspectives, while communicating effectively about current status and future directions of the unit.

Inclusivity

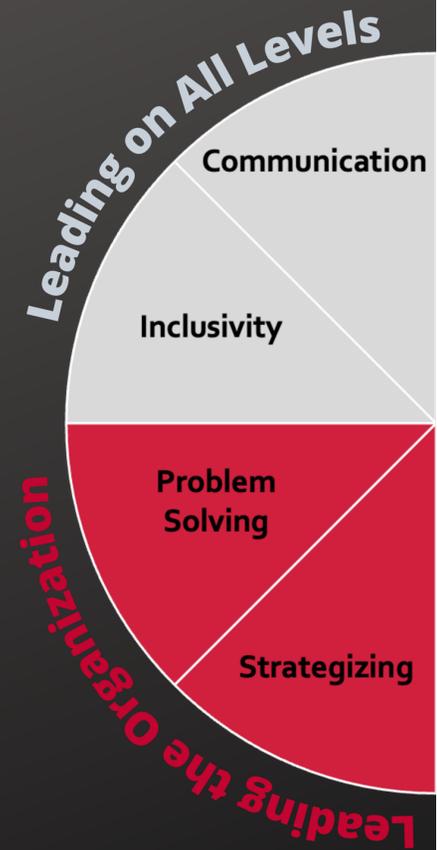
Promotes diversity, equity, inclusion and indigenization within the unit, by actively advancing the education, development, and implementation of progressive initiatives and practices.

Problem Solving

Develops and implements reasoned, evidence-based, and informed decisions that integrate stakeholders' perspectives and prioritize issues appropriately and timely.

Strategizing

Builds and shares a vision for the future of the unit while encouraging creativity and innovation in relation to practices and programs that will support its goals.



Leadership Behaviours



Communication

Demonstrates active listening and is fully engaged during discussions allowing for candidness.

Recognizes that people have different communication styles and provides opportunities for others to express themselves.

Consistently reaches out and invites discussions with others, creating a norm of openness, vulnerability, and exchange.

When in conflict with others, calmly and clearly engages in dialogue and avoids being defensive.

Provides clear information and direction about current circumstances, plans, and changes, while being open about uncertainty.



Inclusivity

Fosters an inclusive environment where people feel they can be their authentic selves with a strong sense of belonging.

Encourages and advocates for the perspectives and voices of diverse groups to inform learning and decision making.

Proactively creates accommodation for the unique needs of those with different identities and roles to ensure that appropriate supports are in place.

Participates in EDII learning opportunities (e.g., training) and shares these opportunities with others (e.g., staff, faculty), while incorporating them into practice.

Creates new initiatives to drive change and support EDII goals (i.e., advance the status and address concerns of marginalized groups).



Problem Solving

Actively seeks input, feedback, and ideas from relevant parties (e.g., stakeholders, community partners) to inform critical decisions.

Handles challenges by considering all relevant information (e.g., the cause, competing interests and perspectives, and previous evidence).

Prioritizes issues appropriately to develop and implement the most effective solutions (e.g., creates realistic action items, works to change policies or practices).

Creates stability in times of instability by providing guidance, direction, and immediate solutions.

Recognizes when processes are ineffective and responds to new information by presenting novel solutions and taking the necessary steps for action (e.g., securing additional resources).



Strategizing

Builds a common vision for responsible, long-term objectives and purpose of unit.

Anticipates potential barriers to the achievement of goals and develops strategies to overcome these possibilities.

Builds commitment by seeking feedback and ideas from others for the implementation and enhancement of programs, practices, and services.*

Discovers relevant opportunities and works to acquire necessary resources to drive sustainable, long-term change.*

When necessary, changes the status quo by encouraging innovative, out-of-the-box thinking and creates strategies for implementation.*

*reflects behavioural examples that may be more applicable in higher-level leadership positions

Leadership Behaviours



Integrity

Models behaviours that align with the University of Guelph's mission, values, and vision.

Committed to promoting and enacting fairness and reciprocity in their relations with others.

Demonstrates authenticity by being honest, transparent, and accountable in their decisions and actions (e.g., provides evidence for choices when appropriate).

Admits mistakes and takes responsibility for both good and bad decisions.

Works ethically in the best interest of the unit, its people, and our broader communities.



Personal Growth

Shows awareness of their own biases, assumptions, and opportunities for growth and works with others to supplement different perspectives.

Demonstrates flexibility and action to change one's position based on new evidence.

Prioritizes personal development by pursuing self-development opportunities (e.g., training, workshops, mentorship, new assignments).

Reflects on past behaviour and critical feedback from others and learns from them.

Aware of the effect that they have on others and modifies own behaviour appropriately.



Person Focus

Shows respect for others' opinions and ideas by taking the time to listen and validate their voices.

Demonstrates empathy by acknowledging the unique challenges and responsibilities of others, both within and outside work.

Reaches out to others to understand any challenges they may face and sets manageable goals or provides further support/accommodations when needed.

Actively acknowledges and celebrates others' efforts and accomplishments.

Demonstrates emotional intelligence in their ability to sensitively provide constructive critical feedback and personalized guidance as needed.



Team Development

Acknowledges the work that the team is doing and gives them the opportunity to participate in new responsibilities and take ownership of their work.*

Helps team members work toward a common purpose by effectively collaborating with, delegating, and integrating tasks.

Recognizes and manages areas of miscommunication and conflict among team members and fosters healthy dialogue to resolve tensions.

Supports team members' growth and success by sharing necessary resources and opportunities.*

Identifies team members' strengths and provides opportunities for them to try new tasks and learn new skills.*

*reflects behavioural examples that may be more applicable in higher-level leadership positions

3. Organizational Policies and Procedures

Changing systems

- Psychology EDII committee
- GenEq committee





Thank you!

Leanne Son Hing

sonhing@uoguelph.ca