

Team Belonging: Integrating Teamwork and Diversity Training Through Emotions

Small Group Research

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Abstract

With the worldwide focus shifting toward important questions of what diversity means to society, organizations are attempting to keep up with employees' needs to feel recognized and belong. Given that traditionally team and diversity trainings are provided separately, with different theoretical backgrounds and goals, they are often misaligned and ineffective. We review 339 empirical articles depicting a team, diversity, or emotional management training to extract themes and determine which methods are most effective. Although research has demonstrated the importance of belonging for providing positive workplace outcomes, we found that the traditional design of these trainings and lack of emotional management prevent a balance between team and diversity goals, preventing belonging. We propose an integrative training with emotional management to help teams foster optimal belonging, where members can unite together through their differences. Accordingly, our themes inform this training model that can inspire future research into more effective training.

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Researchers and practitioners recognize effective teamwork as a key factor in achieving optimal results in the workplace (e.g., Lacerenza et al., 2018; Tripathy, 2018). At their core, teams can be characterized as collectives of individuals with specialized skills who must maintain task interdependency in order to achieve collective goals (Salas et al., 2008). Thus, teams may look extremely different depending on members' geographical dispersion, values, and traits, creating dynamics unique to each team. High-functioning teams tend to be characterized by high levels of diversity (Konrad et al., 2006), efficiency (McGovern, 2007), productivity (Keller et al., 1996), well-being (Adamovic, 2018; Crane, 2017), adaptability (Abankwa et al., 2019), and psychological safety (Edmondson, 1999; Singh et al., 2013), as team members engage and perform successfully to meet individual, team, and organizational goals (Salas et al., 2008).

In recognizing this, organizations in the United States spend billions of dollars on both team and diversity training and development for their employees (Carucci, 2018) focused on a long array of topics from communication and trust to leadership and cultural sensitivity training (Moffatt-Bruce et al., 2017) as the U.S. workforce becomes increasingly diverse (Buckley & Bachman, 2017). Recently, however, experts have called attention to the lack of positive impact resulting from training activities, causing organizations to wonder how they can implement more effective programs (Warner, 2017). Training researchers have attempted to address the lapse in effectiveness of their trainings, and although there has been significant progress so far, it has been limited to the separate team and diversity silos with competing goals, with little attempt at reconciling the two.

Although the increased prevalence of teams in the workplace presents the potential for better shared outcomes, without effective training, teams can encounter a range of challenges including more conflict, trust violations, and misunderstandings among employees (Grossman & Feitosa, 2018; Minssen, 2006), especially when members are diverse (Konrad et al., 2006). In fact, team settings are *natural breeding grounds* for emotional reactions, which can greatly influence cognitive and behavioral processes and general team performance, and require effective emotional management to navigate (van Kleef, 2017). Teams now must navigate experiences with increased complexities and emotions involved as organizations realize, and even embrace, that work-life cannot be fully separated from the rest of the world: Broader societal events, such as social justice-related

movements, greatly impact employees' emotions at work (Leigh & Melwani, 2019). As organizations recognize that emotions play a greater role in the workplace, employees are encouraged to show their authentic feelings and reactions and vulnerability, but emotional management is key to channeling these emotions into optimal team functioning.

Consequently, a great deal of emotional management is required to effectively participate in training, and to implement in the workplace, as emotions are closely related to learning and cognition (Rowe & Fitness, 2018; Schmidt, 2017; Tyng et al., 2017). If individuals do not feel emotionally connected to training materials and their team, deep learning and true results may fail to occur (Chiaburu & Marinova, 2005), which traditional trainings have rarely recognized. Trainings related to diversity may not necessarily be comfortable, sometimes producing negative emotional reactions and defensiveness which can also facilitate learning (Tan et al., 2003), but these responses must be controlled as to not overpower learning, preventing positive change. Additionally, collective emotions in teams may predict performance outcomes beyond individual emotions (Wolf et al., 2017), emphasizing the importance of interpersonal emotional regulation (Madrid et al., 2019). Therefore, a training model that considers the diverse and emotional nature of teams while attempting to meet evolving team needs and goals can reconcile the somewhat-opposing goals of team versus diversity trainings. This can concurrently help employees recognize the value of uniqueness and communicate across differences while navigating complex circumstances to work as one, cohesive unit. In this review, we propose that incorporating an emotional component ultimately optimizes combined team and diversity trainings by helping foster a sense of optimal belonging among employees in teams.

Belonging in Team and Diversity Training

Belonging is generally understood as the feeling of being part of a system or community where one feels valued and connected to others, and inherently involves emotional components (Cockshaw et al., 2013; Yeoman et al., 2019). Interdisciplinary studies have shown the importance of belonging beyond the workplace, in relation to physical and mental health, social media usage, communications, and marketing, and the U.S.'s history of oppressive systems that condone violence toward outsiders (Allen et al., 2014; Escalas & Bettman, 2017; Hystad & Carpianno, 2012; Karst, 1986; Ma et al., 2012; Schwartz, 2020; Segal, 2020; Vincent, 2016). There are different ways to conceptualize belonging in terms of how we relate to others and the groups we belong to (Allen et al., 2021). Chávez (2010)

discusses contradictory types of belonging; normative belonging which essentially erases the recognition and valuing of nondominant values and characteristics in favor of normative (i.e., heteronormative, gender normative, White, patriarchal) and conventional ideals, as well as differential belonging which highlights diversity as a concept that should be respected and valued, at times helping marginalized individuals unite through their shared differences (Rowe, 2005), but does not effectively emphasize that the diversity can unite individuals across their differences.

These types of belonging are the goals of team and diversity training respectively. Although team training attempts to achieve a sense of *ingroup belonging* (Oyserman et al., 2006), related to a sense of group identification (Dávila & García, 2012), that facilitates team processes and relationships by presenting a common identity that everyone belongs to, team trainings generally revert to a sense of normative belonging, which has many negative consequences, including further marginalizing already minoritized groups (Waller, 2020). Contrastingly, while diversity trainings attempt to achieve a sense of *distinctive belonging* in which individuals recognize the benefits of each other's distinctive identities and unite through them, it generally achieves differential belonging, which values and emphasizes differences and the separation of groups and while preaches recognition, does not help to unify groups through these differences.

As belonging is closely related to the psychological need to be associated with a clearly defined group with clearly defined norms and shared attitudes and values, and the desire for distinctiveness from other identities and groups and to feel accepted for these distinctive identities (Allen et al., 2021; Hogg, 2012), when team and diversity trainings fail at achieving both ingroup and distinctive belonging, a psychological imbalance occurs, preventing belonging and producing negative emotions related to the team. Relatedly, the theory of Optimal Distinctiveness posits that there is an optimal state where the needs for association with the collective group identity (i.e., ingroup belonging) and acceptance for distinctiveness from others (i.e., distinctive belonging) are balanced (Brewer, 1991). However, when optimal distinctiveness is not achieved, there can be consequences for the self-concept and how individuals interact with others and their feelings about them, which may reduce team effectiveness.

In isolation, team and diversity trainings are unable to achieve a sense of ingroup and distinctive belonging. This is in part due to their conflicting goals. To bridge the gap between these training types, emotional management training may aid to improve effectiveness of diversity training so that team members feel they are emotionally ready to connect across differences, also helping to satisfy the goals of team training by helping trainees feel a shared

emotional connection to the collective group. Including emotional management builds capacity to reconcile two conflicting psychological needs that arise from diversity and team training, respectively.

Within diversity training, emotional management training strategies may aid in helping improve outcomes in multicultural competency and stigma-focused trainings through encouraging greater awareness of one's own thinking patterns and biases. This will help to move team members beyond differential belonging to distinctive belonging, in which team members are not only able to recognize, but unite through the benefits of each members' distinctive identities (Anālayo, 2020; Hellebrand, 2017; Lillis & Hayes, 2007; Masuda, 2014). For team training, emotional management can aid the development of healthy collective emotions and team synergy to further team goals, helping teams move beyond normative belonging to ingroup belonging, in which team members cohesively act through a collective sense of energy (Holtz et al., 2020; Madrid et al., 2019; Wolf et al., 2017). Therefore, we propose striving for *optimal belonging* by creating a congruent and integrative team diversity training, achieved by using emotional management techniques to reconcile the needs for ingroup and distinctive belonging, so teams can work *together* as a cohesive unit *through* an *appreciation* of differences and uniqueness.

To begin our conceptualization of optimal belonging, we present the main themes in the literature for team and diversity training. In doing so, we review some existing diversity and team trainings that have already successfully incorporated affective elements and propose emotional management training as the key to bridging these two areas and optimizing individual and organizational outcomes. Next, we present an evidenced-based framework that aims to achieve optimal belonging through an integrative team, diversity, and emotional management training. Finally, we lay a foundation for future research avenues to continue this interdisciplinary discussion.

Methodology

Literature Search and Coding

To identify relevant team and diversity training studies, we conducted a systematic literature review in two stages. In the first stage, we located four separate training meta-analyses examining training interventions related to diversity and teams (i.e., diversity training, Bezrukova et al., 2016; self-regulated learning, Sitzmann & Ely, 2011; team training, McEwan et al., 2017; Salas et al., 2008) that had already identified some key empirical articles. From this cross-reference effort, we extracted a

targeted collection of findings from these separate sets of literature. In the second stage, we conducted a secondary search to complement and update the findings from the initial stage utilizing these search terms: *team*, *diversity*, or *emotion management* paired with *training* (e.g., Hart et al., 2019; Holtz, 2020; Hudson et al., 2020).

The resulting 661 articles were then coded to determine if they included a relevant training, specified as any trainings to do with skills training and teamwork processes (e.g., communication and cooperation) for team training, any training involving multi-cultural, sensitivity training, or implicit bias training, among others, for diversity training, and types such as mindfulness and self-regulation training, for emotional management training. The final collection ($k=339$) included coded articles from the team, diversity, and emotional management literatures respectively (see Supplemental Materials for a complete list of the coded articles). This comprehensive search generated articles published between 1962 and 2020, and included various foci from organizational teams to extreme teams such as military teams from a range of disciplines including communication, education, healthcare, emergency services, engineering, management, and psychology. Empirical articles were coded by seven individual coders for targeted skill, targeted psychological components (affective, cognitive, or behavioral), method of training, moderators identified, measurement of outcomes, outcomes, sample type, duration, and training model.

Theoretical approach to evaluating effectiveness. To code for training effectiveness, we drew from Kirkpatrick's (1994) model of evaluating training programs. Specifically, this tool measures whether reactions to the training, learning measured by gained knowledge, transfer of behavioral changes outside of the training, and/or result defined by an organization-wide change as a result of the training were observed to determine its level of effectiveness. This framework is essential to determine whether outcomes were truly achieved, as oftentimes trainers will rely on reactions of trainees as their measures of effectiveness, which may not display an accurate picture of actual effects (Tan et al., 2003).

Four coders reviewed the codings and were instructed to identify themes related to the effective outcomes of each training. Each theme that was identified was reviewed by two final coders to determine relevancy and evaluate for inclusion in final analysis. Table 1 shows the summary for our primary learnings. Finally, a thorough analysis was conducted to produce an evidence-based integrative framework to achieve optimal belonging through training.

Table I. Summary of Primary Learnings.

Type of training	Description	Targeted skills	Targeted outcome	Effectiveness	Examples
Team	Communication	B: team communication, cohesion, and trust C: shared mental models	Team performance	Rea: reactions toward training and attitudes toward teammates L: communication quality and quantity, task effectiveness L: team performance, team efficacy, attitudinal change	Adelman et al. (1998), Kring (2004), Siegel and Federman (1973)
	Coordination	C: shared mental models	Team decision making and performance		Erkin and Serfaty (1999), Green (1994), Leedom & Simon (1995)
Goal setting	Focus on optimizing team processes through shared mental models to ensure flow and efficiency				
	Focus on setting goals as a team to optimize team processes and outcomes	B: cohesiveness, decision-making, perceptions of success C: collective efficacy	Team decision making, efficacy, planning, and performance	Rea: reactions toward training L: team cohesiveness, efficacy, performance	Fandt et al. (1990), Haslam et al. (2009), Buller and Bell (1986)
Generic task + teamwork skills	Focus on a range of task- and team-work skills such as problem solving to improve team performance	B: Problem solving, interpersonal skills, goal setting, role allocation, procedural knowledge, skill acquisition	Transactive memory, team performance, team effectiveness	L: transactive memory, team performance, teamwork knowledge	Prichard and Ashleigh (2007), Rapp and Mathieu (2007), Ellis et al. (2005)
	Focus on fostering knowledge, awareness, and acceptance of other cultures in addition to communication skills regarding interaction across cultures	A: cultural awareness and tolerance, intercultural sensitivity B: behavioral adaptation, intercultural communication skills C: cognitive framework adaptation	Intercultural sensitivity, awareness, and communication skills	Rea: positive and negative reactions toward training including anxiety and discomfort L: knowledge, intent to change behavior, empathy, communication skills	Baba and Herbert (2005), Bhawuk (1998), Carter et al. (2006), Cornetti-DeVito and McGlone (2000), Gannon and Poon (1997), Hammer and Martin (1992)
Sensitivity	Focus on bringing awareness to own biases and learning to respect differences through empathy and perspective-taking	A: intercultural sensitivity C: defense minimization, cognitive framework adaptation, self-awareness	Intercultural sensitivity and self-awareness	L: knowledge, empathy, perspective-taking	LoboPrabhu et al. (2000), Majumdar (1999)

(continued)

Table 1. (continued)

Type of training	Description	Targeted skills	Targeted outcome	Effectiveness	Examples
Implicit bias	Focus on making people aware of conscious biases as well as the presence of unconscious bias and providing tools to adjust biased thinking	A: perspective taking C: stereotyping, implicit bias, awareness of bias, awareness of White privilege and racism	Prejudice reduction	L: prejudice and stereotypes, knowledge, awareness, biases	Behn-Morawitz and Villamil (2019), Onyeador et al. (2021), Todd et al. (2011), Case (2007)
Emotional management					
Individual goal setting	Focus on setting and monitoring individual goals to optimize individual outcomes	A: affective adaptation B: planning, monitoring, evaluating, knowledge, C: self-efficacy	Performance	L: knowledge and performance T: performance measured repeatedly	Jundt (2005), Kozlowski and Bell (2006), Mangos and Steele-Johnson (2001)
Emotional control/mindfulness	Focus on increasing participant awareness of emotions and strategies to manage these emotions effectively	A: emotional management C: emotional awareness, psychological resilience	Emotional management, mindfulness	Rea: affective reactions to training L: emotional management skills T: check-in weeks after training	Bell and Kozlowski (2008), Joyce et al. (2018), Schaefer (2019), Minichiello et al. (2020)
Adaptive guidance/feedback	Focus on enhancing participants' self-regulatory processes, ultimately optimizing training outcomes	A: motivation, satisfaction B: efficiency C: individual and collective goal orientation, task-related cognition and knowledge	Emotional management and performance	Rea: reactions toward training L: goal orientation, efficacy, and performance T: application and usage of skills learned post-training	DeShon et al. (2004), Karl et al. (1993), Martocchio and Webster (1992), Bell and Kozlowski (2002), Brown and Morrissey (2004), Debowski et al. (2001)
Error framing	Focus on increasing salience of errors and encouraging participants to view these errors as useful to optimize self-regulatory processes	A: anxiety reduction, motivation, emotional control C: trait goal orientation, knowledge, metacognition, emotion	Emotional management and performance	L: knowledge T: adaptive and analogical	Bell and Kozlowski (2008), Keith and Fries, 2005

Note. A = affective skill; B = behavioral skill; C = cognitive skill; Rea = reactions; L = learning; T = transfer; Res = results.

Review and Synthesis of the Current Literature on Training

Through our coding procedures, key themes of team and diversity training effectiveness emerged. Additionally, themes surrounding moderators of training success and achievement of belonging outcomes were identified and are discussed here in depth.

The State of the Science: Team Training

The science of team training has grown vastly in the past three decades as experts attempt to improve and maximize team processes functioning (Cannon-Bowers & Bowers, 2011). The literature has defined team training as the pursuit of improving teamwork and through developing team behavioral processes, such as the 7 C's of teamwork identified by Tannenbaum and Salas (2020) including cooperation, coordination, and communication. These team processes influence affective team states, or the team's feelings (e.g., trust and efficacy), and cognitive team states, or the shared knowledge systems created (Kozlowski, 2018). When all three of these important components (behavioral processes, affective, and cognitive states) function effectively, team performance is increased, and thus, trainings that target all three components are likely to be effective in improving teamwork. In this section, we first provide an overview of team training organized by the two themes that emerged during the coding and a summary of the lessons learned on team training effectiveness, all through a lens that differentiates between affective, behavioral, and cognitive change.

Theme 1: Team trainings generally emphasize behavioral skills, which play an important role in optimizing team outcomes but have not often been explicitly linked to long-term transfer and results. The majority of existing team trainings and research surrounding these trainings emphasizes process-driven and behavioral skills, including practices regarding cooperation, conflict, coordination, communication, and leadership (e.g., Gregory et al., 2013). An example of these types of trainings includes TeamSTEPPS, which aims to improve these behavioral skills such as monitoring and communication to achieve better team performance (Buljac-Samardzic et al., 2020). These factors have been shown to be important in the context of team-centric organizational models, leading to improved team cognitive and affective states as well as performance. For example, strong communication is necessary for shared understandings of situations, and ultimately, team performance (Entin & Serfaty, 1999; Salas et al., 2008, p. 542). Additionally,

behavioral-focused training has been linked to positive outcomes in affective states such as team trust and confidence, with nuanced differences in outcomes resulting from teamwork versus taskwork trainings (Salas et al., 2008). Using an adaptive team coordination training, which aimed to help teams adapt to stressful situations through a shift to implicit modes of coordination rather than noisy overhead coordination, Entin and Serfaty (1999) demonstrated that coordination training was related to significant improvements in performance.

The majority of team trainings we found failed to acknowledge, measure, or produce long term transfer of learning and results into the organization (e.g., Prichard & Ashleigh, 2007; Salas et al., 2008). For example, in a meta-analysis on the effects of team training on performance, Salas et al. (2008) found that team training methods positively impact team performance but failed to discuss the concern that improved team performance within a team training setting may fail to translate to real-world settings. Thus, it is important to examine whether an emphasis on cognitive and affective components may increase effectiveness.

Theme 2: Team trainings are more likely to optimize team outcomes when feelings, thoughts, and behaviors are targeted and emotional management is integrated into the training. Team training is traditionally focused on addressing behavioral components in teams, with little focus on components that address affective and cognitive components, such as those that incorporate emotional management team training exercises. Cognition in the context of team trainings ultimately refers to an emphasis on shared cognition among team members, or macrocognition, in which once information is processed on an individual level, communication serves as a mechanism to ensure that this information processing is also occurring at a team level (Salas et al., 2008). Similarly, affective components of team functioning, such as emotions (Décamps & Rosnet, 2005) and social climate (Bhargava et al., 2000), can also affect team training effectiveness. By addressing these affective and cognitive states, as well as incorporating behavioral components that influence the team dynamic, trainings may facilitate long-term transfer and results that go beyond performing to be evaluated during the training and subsequently forgetting elements soon after. When targeting affective and cognitive skills as training goals, trainees should feel confident and understand how adapting their behavior will positively affect their team.

Some of the most effective team trainings include some form of emotional management training which targets both cognition and affect. For example, Sands et al. (2008) examined whether an empathy building exercise could improve teamwork. Oncology nurses were asked to examine the emotions

they experienced during interactions with patients to assess any effects on resilience and teamwork post-training. They found that participants who were able to recognize and understand their emotional responses to patients were able to increase their teamwork effectiveness through a reduction in stress which reduced their capacity to manage their emotions.

Research has also shown the importance of the maintenance of the affective state of psychological safety and cognitive state of trust in teams when it comes to optimizing the performance and engagement of leaders and teams (Delizonna, 2017; Nembhard & Edmondson, 2006). Psychological safety and interpersonal trust are both constructs that involve a willingness to experience feelings of vulnerability, and these affective factors tie closely to whether individuals in team settings feel comfortable instigating certain team-related behaviors, including feedback and help-seeking and communication behaviors (Edmondson, 2004). Whereas the studies examining team trainings that combine central emotional and cognitive components are scarce, theoretical research and the existing trainings that have incorporated these components suggest that an integration of these elements may help organizations in the production of long-term transfer beyond surface-level behavioral change.

More recent team training research maintains the focus on behavioral components, such as conflict management, communication, and coordination, but with renewed interest into fostering a sense of belonging through focusing on emotions, especially in diverse teams. Orme and Kehoe (2019) investigated mixed gender military training, with the goal of increasing cohesiveness and belonging. These mixed gender trainings were shown to increase the overall sense of ingroup belonging and cohesion, suggesting that teams can benefit from training that opens them up to diversity.

Although most previous trainings are not explicitly linked to long-term transfer and results, some newer articles focusing on feelings of support related to belonging indicate that more transfer is possible. Lyubovnikova et al. (2018) demonstrate that organizational support and training that fulfilled needs of esteem and affiliation (each aspect of distinctive and ingroup belonging that make up optimal belonging) improved productivity and innovation. Making the shared team objectives salient to participants contributed significantly to achieving these goals. Other research has pointed to specific team training components that, when combined with emotional aspects, can increase transfer. For example, team-based learning strategies that incorporate a focus on error management are better for transfer (Hart et al., 2019). These trainings enhance feelings of support, and self-efficacy, while modeling working together in a diverse team with members from different departments. This demonstrates the power of focusing on emotions and emotional

management during a training to increase transfer and results. In these teams, emotional management facilitated effective outcomes through a sense of ingroup and distinctive belonging.

Lessons learned about team training effectiveness. Team training effectiveness research has routinely focused on improving team performance and reducing errors (Bisbey et al., 2019). These team-based training interventions have been shown to be effective in healthcare (e.g., Hughes et al., 2016; Morey et al., 2002), technology/engineering (Lacerenza et al., 2018), education (Bravo et al., 2019), and business (Tripathy, 2018) contexts, with benefits of improved teamwork ranging from the saving of lives to increased productivity in IT project management teams. However, as organizational processes grow in complexity along with a constant flow of innovations in technology and the marketplace (Schwartz et al., 2016), traditional team trainings focused on decision-making, specific skills and tasks, leadership, interpersonal skills, and conflict management may not be sufficient.

Although some researchers and practitioners have attempted to incorporate findings around affective and cognitive constructs into training research, it is vital that we recognize the importance of integrating these components into the same training program. More generic teamwork-focused trainings targeting outcomes like team performance and coordination may produce some moderate positive outcomes (Salas et al., 2009), but they often fail to significantly improve team performance with substantial, lasting effects (Adelman et al., 1998; Buller & Bell, 1986; Ganster et al., 1991; Siegel & Federman, 1973). Although team training techniques target ingroup belonging which facilitates effective team processes, this research demonstrates this belonging state is generally not effectively achieved. Trainings often suffer from a lack of long-term results, possibly due to the absence of emotional management components, and disregard of targeting distinctive belonging.

The State of the Science: Diversity Training

Diversity is generally referred to as “variation among team members on any attribute on which individuals may differ, such as demographic background, functional or educational background, and personality” ranging from state-like attributes (e.g., cognition, attitudes) to more-more commonly-stable traits (e.g., race, functional background; van Knippenberg & Mell, 2016, p. 136). Diversity-focused trainings have risen in popularity along with increased heterogeneity in and presence of gender, sexuality, racial minorities, as well as those with different beliefs, ideals, and culture in the workforce, with the positive and negative relationships to teamwork effectiveness

highlighted (Buckley & Bachman, 2017). This recognition has caused a paradigm shift emphasizing the importance of diversity, equity, and inclusion (DEI) initiatives in the workplace (Holder, 2020; Roscoe et al., 2019).

Diversity trainings were initially designed with important social psychological principles in mind, such as social identity theory, self-categorization, and ingroup identification (Tajfel & Turner, 1986). Thus, many of the targeted skills in diversity trainings are reduced to attitudinal or cognitive outcomes rather than behavioral (Bezrukova et al., 2012) as their ultimate goal is to transform and challenge participants' pre-existing beliefs and schemas around various identities, building a platform for behavioral changes, such as communication with dissimilar others. Below, two main themes that emerged when coding for studies on diversity training are described.

Theme 3: Diversity trainings often target cognitive and affective change in order to address the emotional and internal aspects inherent within many of these trainings. Many diversity trainings target cognitive and affective changes in levels of prejudice, acceptance, sensitivity, and attitudes toward different others (Abernethy, 2005; Gannon & Poon, 1997; Guth et al., 2004). These trainings often target cognitive states and processes such as awareness of biases and privileges and knowledge of other cultures and personal biases. For example, in addition to improving medical students' attitudes and communication skills toward people of other cultures, Carter et al. (2006) successfully increased cultural awareness, while Case (2007) found that a semester-long diversity-focused psychology course increased students' awareness of white privilege and racism. Accordingly, diversity trainings can increase participants' knowledge and awareness surrounding issues of diversity through various modes of learning (i.e., discussions, lectures, exercises) in which they have the potential to develop a more critical perspective on these issues (Celik et al., 2012; Hurtado et al., 2012). While targeting cognitive constructs in diversity training may help participants think critically about issues of diversity, there is a lack of research connecting these cognitive outcomes to a behavioral level, preventing the translation of positive impacts to interpersonal and organizational levels.

These cognitive states targeted by diversity trainings necessarily have associated affective reactions. Due to the personal nature of many diversity trainings, in which participants may be encouraged to think about the harm that their beliefs and actions have caused, or feel pressured to project views aligning with political correctness, the production of a variety of emotional reactions is inevitable (Paluck, 2006). Therefore, training components that address these affective states and target affective and cognitive change are essential to facilitating a successful training.

Diversity trainings that target both cognitions and affect have demonstrated success in producing targeted changes. Díaz-Lázaro and Cohen's (2001) study investigated whether team members who were asked to learn about and participate in another culture would improve their attitudes toward clients of this culture. The researchers found that the participants demonstrated significant changes in cognitions and affective reactions toward their clients after the training. Similarly, Sanchez and Medkik (2004) investigated whether cultural diversity awareness training would create positive reactions and increase in knowledge about differential treatment of others. They found that cultural awareness training was effective in producing positive reactions to the training, particularly when a positive affective state akin to psychological safety was nurtured by their supportive work environment.

Theme 4: Diversity trainings rarely produce long-term behavioral change. While many diversity training interventions aim to encourage participants to re-examine pre-existing biases and attitudes, increasing self-awareness, very few link these to any behavioral changes (Case, 2007; Celik et al., 2012; Chang, 2002). In an analysis of cross-cultural training, Bhawuk (1998) discusses that while their cross-cultural intervention had positive effects on intent to change culturally insensitive behavior, it failed to produce significant effects on a face-to-face cross-cultural interaction measure, indicating that participants may need more extended exposure and training to apply theoretical concepts in practice. Celik et al. (2012) found that trainee learning in a diversity training program did not guarantee increased sensitivity in how participants approach diversity in real-world settings.

More recently, there has been growing attention on the importance of teaching diversity training participants about the history of structural and systemic discrimination and power relations in the U.S. Scholars and practitioners have become more critical of unconscious bias training, pointing out that structural constraints may prevent pro-diversity progress even if training participants want to change on an individual level and that there is a large difference between being aware of bias and privilege and changing one's behaviors (Dobbin & Kalev, 2018; Ng & Lam, 2020; Noon, 2018; Tate & Page, 2018). This line of thinking points to a possible factor behind the lack of linkage between diversity trainings and long-term behavioral change. Onyeador et al. (2021) posit that instead of implicit bias trainings, which generally do not lead to increased diversity in organizations, organizations should (1) educate employees about bias and current organizational DEI efforts, (2) prepare for defensive reactions in participants, and (3) implement structures that hold organization leadership accountable for DEI goals.

This new generation of proponents of antiracism and social justice supports the importance of trainees developing critical consciousness or the ability to engage with and question complex ideas around how structural power relations are enacted through internal, interpersonal, and institutional mechanisms and how inequities may be redressed, rather than being able to memorize facts or accept that they are biased (Dao et al., 2017). Teaching participants about the history of systemic inequities caused by a lack of behavioral and structural change and reminding organizations that holding themselves accountable to long-term commitment and cultural shifts regarding DEI may be a step toward turning cognitive and affective shifts into long-term behavioral change. In addition to helping majority-group members reframe their thinking, this emphasis acknowledges the historical roots of marginalization, helping minority employees feel that their experiences are seen and valid (Allen et al., 2021).

While the above line of thinking is relatively young, with a lack of empirical research supporting that a refocused emphasis of structural and systemic inequities in diversity training is the key to lasting change, early research is supportive (Hudson, 2020; Phillips et al., 2016). Walton and Cohen (2011) found that reminding students that feeling a lack of belonging is temporary and normal led to positive outcomes. Allen et al. (2021) present an integrative framework in which competencies, opportunities, perceptions, and motivations all impact belonging. A failure to promote multicultural, rather than colorblind, ideals, that value, accept, and celebrate distinct cultural identities (Plaut, 2010; Plaut et al., 2009) and acknowledge experiences of minority groups may prevent marginalized employees the opportunity to truly belong in teams of coworkers that can validate their experiences.

Looking to integrate methods such as intergroup dialog, which is an empirically proven diversity and social justice education intervention with cognitive, affective, and behavioral outcomes (Dessel & Rogge, 2008; Frantell et al., 2019; Gurin et al., 2013), into classic diversity training methods may be a productive next step. This method is sometimes discussed as its own entity rather than under the diversity training umbrella in this review due to its dialogic, rather than teaching and training, nature, but it may help facilitate communication, understanding, and empathy across differences (Dessel & Rogge, 2008; Gurin et al., 2013) and using it in tandem with the modes of typical diversity training such as cultural sensitivity may increase long-term effectiveness. Intergroup contact techniques that more effectively mitigate the effects of anxiety (Crisp & Turner, 2012; Pettigrew & Tropp, 2006) may be especially useful in mitigating the effects of negative emotions. However, it is important to note that it is not always possible to have ideal conditions that are essential to

the effectiveness of contact theory such as equal status and institutional support (Dovidio et al., 2003, 2008).

Considering that ultimately, behavioral shifts should be a primary goal when it comes to diversity trainings so that people of all backgrounds feel welcomed and included, researchers must explore how to transfer learning and reactions to behavioral changes outside of the training.

Lessons learned about diversity training effectiveness. Unfortunately, compared to the team training interventions, the links to organizational results have been even harder to find. Some organizations have displayed improvement in their human resource functions, such as less biased selection systems, but they lack measurable improvements when it comes to daily-basis activities that portray employees' interactions. For example, research has shown that the positive effects of diversity trainings do not last long, while many trainings may cause backlash and fail to meet effectiveness on training characteristics (Bezrukova et al., 2016; Dobbin & Kalev, 2018). Because many diversity trainings target cognitive and attitudinal constructs, many target and measure outcomes solely related to learning and reactions (Abernethy, 2005; Baba & Herbert, 2005; Bauer et al., 2013; Brathwaite & Majumdar, 2006; Case, 2007; Celik et al., 2012) due to the difficulty of measuring outcomes beyond the training and at the organizational level.

While research regarding diversity training is moving in the right direction, more research is necessary to connect training outcomes, which are currently often focused on attitudinal and cognitive constructs, to long-term behavioral outcomes. In addition to an increasing focus on systemic and structural change to move beyond cognitions and attitudes, further incorporating emotional management strategies into trainings may be necessary to optimizing learning, helping to achieve distinctive belonging, and linking it to an ingroup belonging to achieve optimal belonging. Therefore, we provide a brief summary of our review of the training literature in terms of emotional management components that can be effectively incorporated in team and diversity training to facilitate their integration.

The State of the Science: Emotional Management during Training

From the above review of the team and diversity training literature, respectively, incorporating affective, cognitive, and behavioral aspects into trainings is helpful in order to produce long-term results of the training. In diversity training, individual emotional management is necessary to control negative responses to sensitive material to optimize distinctive belonging

while on the team level, interpersonal and group emotional regulation is necessary in managing collective emotions to promote ingroup belonging. However, few traditional team and diversity training articles incorporate explicit emotional management components, which may reduce the effectiveness of the training and its ability to achieve improvement in targeted skills and sense of belonging. Due to the links found between emotional management (including self-regulation) and individual and team performance, we review studies that incorporate these components in training. The lesson from this literature (see third part of Table 1) integrates the affective components currently present in many team and diversity trainings and explicitly promotes emotional management to aid in bridging the gap between the team and diversity training silos.

Theme 5: Trainings and interventions that are focused on emotion and self-regulation components optimize affective training reactions and active learning, which will help participants transfer learning outside of the training. The literature demonstrates many important emotional management components, which involve the management of emotions and thoughts to facilitate goal-directed behaviors, of various training frameworks that contribute to positive affective outcomes. There is support in the literature for how emotional management training can help improve the efficacy of team and diversity trainings to optimize their effectiveness separately, ultimately helping to create a sense of optimal belonging when combined. For example, trainings that create a sense of ingroup belonging during team training for diverse teams through the inclusion of emotional components (Orme & Kehoe, 2019) have shown positive results.

Team emotional management training, which incorporates strategies meant to help teams regulate emotions to promote collective emotional intelligence and competence, increasing individual awareness of the nuances of group emotions and processes, has been shown to be beneficial for teams. This type of training targets affective and cognitive aspects important to fostering ingroup and distinctive belonging, which transfers to behavioral outcomes and good team performance, even in a virtual setting (Holtz et al., 2020). This training involved offering rewards for efforts, acknowledging the contributions of others, support, and motivation to achieve the team goal. This training of emotional management of thoughts related to the team can improve senses of organizational support, which has been shown to improve effectiveness of team training (Lyubovnikova et al., 2018), and recognizing of contributions, important for diversity training.

More recently, mindfulness interventions, which involve emotional and attentional regulation training to help participants stay focused, aware, and

conscious of themselves and their environments (Johnson et al., 2020), have also demonstrated positive affective changes related to performance outcomes and acceptance of diversity (Hellebrand, 2017). Mindfulness included as part of a team training has been shown to mitigate any negative affect response caused by individual context and organizational climate to improve outcomes of training and for performance (Navarro-Haro et al., 2019). Mindfulness interventions have powerful individual effects as well, which may facilitate overall positive changes in team outcomes and diversity outcomes. Individual mindfulness training has also been shown to improve both mental health and psychological wellbeing of workers (Joyce et al., 2018), decreasing stress and levels of burnout (Minichiello et al., 2020), which are associated with lowered performance (Demerouti et al., 2014). These results demonstrate the importance of simply maintaining mindfulness in the workplace to maintain control of emotions and stress, which is vital to training components of both team and diversity training.

Finally, feedback is another self-regulation intervention that has been shown to produce successful training outcomes, especially in relation to affective reactions (Zimmerman & Kitsantas, 2002). Feedback is generally referred to as information about individual or teams' performance, attitudes, behaviors, or work that is given to the team or individual in question from an external source to be used for improvement (Kluger & DeNisi, 1996). Many studies have used feedback in trainings to help participants improve their teamwork (Cortez et al., 2009), diversity knowledge (Cornett-DeVito & McGlone, 2000), and emotional regulation (DeShon et al., 2004). However, feedback has also shown to have negative consequences for training outcomes if misinterpreted (Kluger & DeNisi, 1996).

Emotional management has been shown to make team and diversity trainings more effective in achieving targeted skills, by improving these training types in isolation. Once the improved trainings are integrated to help participants achieve both distinctive and ingroup belonging, these components will ultimately help to create optimal belonging that will improve performance. Thus, managing emotions will help reconcile these goals of each training and the different types of belonging emphasized and likely make the trainings more effective.

Comparing and Contrasting Training Types

It is clear that the conflicting goals of each type of training and focus on an incomplete feeling of belonging hinders the effectiveness of each training. Whereas most team trainings strive for an ingroup belonging based in a shared identity through improving important team processes

such as communication and conflict management, diversity training makes individual differences salient by imposing a sense of distinctive belonging, two ideas that are incongruent. However, literature demonstrates that incorporating some sense of emotional training can help trainings to become more effective, ultimately striving toward a more inclusive sense of belonging when the two training silos are integrated.

In fact, the idea of creating a training that melds the goals team and diversity training to create positive outcomes by considering affective processes is not unprecedented. For example, Homan et al. (2015) attempted to improve team creativity processes through a diversity training by not only targeting cognitions and creative behaviors but also affect in their feelings toward diversity. They found that providing diversity training to diverse teams led to improved team creativity processes. Additionally, Hammer and Martin (1992) investigated whether cross-cultural training would be able to improve team processes such as communication in multi-national teams by way of targeting affective, cognitive, and behavioral skills. The researchers found that diversity training in this setting was able to produce cognitive and affective changes including lower anxiety about cross-cultural interaction and more positive beliefs about others, which improved team behavioral outcomes, but not long-term results. However, creating a sense of emotional management training and fully communicating how the two goals are congruent has not been achieved thus far.

An Integrative Optimal Belonging Training Framework

As we are yet to encounter a training that effectively integrates the goals of team and diversity training to produce optimal outcomes and a sense of optimal belonging, we present an evidence-based framework below to guide future research in this area. In order to produce long-term transfer and results through team-focused trainings, we have identified emotional management training as a moderator of the training's ability to achieve targeted skills, and to bridge the goals of the team and diversity training silos and create an optimal sense of belonging comprised of ingroup and distinctive belonging. Below, we explore the construct of belonging as it relates to team training as well as the use of emotional management training strategies beyond the use of affective constructs as a training target, but also through incorporating emotional regulation strategies into training designs. We build on existing research to develop a model of how incorporating emotional management techniques into a training can achieve results and transfer, as well as increase participants' feelings of belonging in their team.

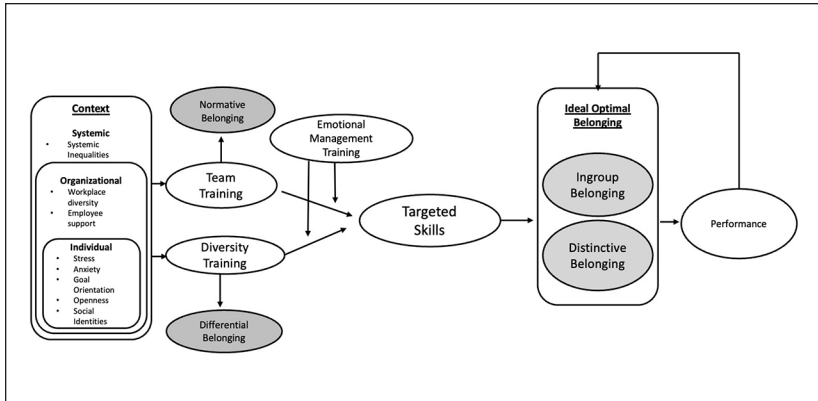


Figure 1. Conceptual team belonging training framework.

The lessons learned from our review of the literature inform an integrative model presented in Figure 1. Incorporating the lessons learned for effective trainings that enhance optimal belonging, we explicate the evidence base for each of our recommendations in the model, links among the constructs, specifically integrating emotional training, while recognizing the complexities and multilevel nature of team belonging in organizations.

Context

When thinking about an effective training, multiple levels of context that inform participants' experiences should be considered. Particularly, we highlight systemic context, organizational context, and individual context.

Systemic context. In the U.S., many systems were created to be inequitable, with barriers to people of color, women, etc., and the discussion of systemic power differentials will play an important role in diversity training programming. This is to ensure that marginalized individuals feel their experiences are acknowledged and valued, rather than using a colorblind framework (Plaut et al., 2009) and to counteract the racist, sexist, heteronormative, ableist, classist assumptions we, especially majority-group members, have normalized (Kafka et al., 2021). Historically, there has been a tendency toward the separation of work life from personal and societal events. For example, the majority of minorities have felt uncomfortable discussing race at work (Smith et al., 2012) and historically, motherhood has been seen as a hindrance to being perceived as an *ideal worker* (McIntosh et al., 2012; Williams, 2013).

However, researchers and practitioners are finally acknowledging that personal, societal, and work-related events all influence people in all facets of life and that it is harmful to employees experiencing individual and/or collective trauma to ignore the multiple facets of their lives and experiences (Leigh & Melwani, 2019; Ruggs & Avery, 2020). It is important for organizational leaders to acknowledge the broader events affecting their employees, including mega threats such as videos circulating of the murders of innocent Black people or widespread sexual harassment allegations, among others, to demonstrate their genuine support for and commitment to these issues. Systemic and structural power imbalances and discrimination pervade through our workplaces, both overtly and subconsciously, and failing to acknowledge these factors harms both minority and majority-group members, ignoring vital contextualization around the deep-rooted issues that make diversity trainings necessary today.

Organizational context. Organizational context, or the background or environment in which the organization operates, can influence individual and team performance (Hill et al., 2003; Huckman & Pisano, 2003). Organizational culture and leadership commitment to authentic DEI initiatives closely relate to how successful team diversity trainings may be (Jin et al., 2017; Roscoe et al., 2019). We have seen that diversity can lead to more innovation, ideas, creativity, and productivity, or cause interpersonal conflict and discrimination, harming team processes (Srikanth et al., 2016). However, in order to realize these benefits through team and diversity trainings, organizations must learn how to manage diversity properly through appropriate cultural, leadership, and imaging shifts, among others (Konrad et al., 2006). Thus, organizational context is important to consider when developing a team diversity training to ensure optimal belonging is able to be achieved through development of appropriate targeted skills. Likely, if leadership is not truly committed to DEI, this will translate to poor outcomes among employees.

Individuals' context. Individuals come into structures such as organizational teams with their own set of experiences and KSAOs (knowledge, skills, abilities, and other characteristics), which bleed into their ability to participate in and reap the benefits of training. Three potential individual factors that may affect participation in an integrative team diversity training focused on belonging are anxiety levels which may have a negative effect (e.g., Sanders, 2013; Spector, 2020), goal orientation (e.g., Kozlowski & Bell, 2006; Schmidt & Ford, 2003), and openness to diversity (e.g., Han & Pistole, 2017; Härtel & Fujimoto, 2000), which will likely aid in producing effective training

results. These individual factors can be supported through training components. For example, emotional management techniques like mindfulness and meditation to cope and manage anxiety and stress have been shown to be effective in improving training experience (Khoury et al., 2013), and openness and goal orientation can be encouraged and incorporated into training modules. Additionally, individual social identities and the existing conceptualization of their relationships will affect affective responses to training (Tajfel & Turner, 1986). The individual context will be important to consider ensuring that emotional management can be implemented effectively to support positive belonging and training outcomes.

Training

To achieve the goal of optimal belonging while also training for the essential targeted skills of team and diversity training, the literature suggests key training techniques and components that will facilitate success. Most importantly, these include integrating affective, behavioral, and cognitive components to provide opportunities to model transfer of skills. Additionally, the literature demonstrates that incorporating emotional management components will help participants to reconcile the two competing goals on the way to achieving optimal belonging. Our review found some trainings that have attempted to combine some level of team process and diversity training by reconciling these opposing motives through emphasizing an emotional connection to team members (Hammer & Martin, 1992; Homan et al., 2020). These studies show that when emotional connections are emphasized and team and diversity trainings are combined, more effective training outcomes may be possible and a sense of optimal belonging can be created (Lyubovnikova et al., 2018).

Targeted Skills

The targeted skills of both the team and diversity trainings will produce team processes that will better facilitate the goal of producing the belonging goals of each individual training. Emotional management components to these trainings will help to aid these processes and create a sense of optimal belonging, allowing the participants to relate the two goals and produce optimal belonging.

Affective skills. In the state of science sections above, we explored how various team and diversity trainings have targeted individual and team affective and attitudinal constructs, such as empathy and efficacy (confidence).

However, it is important to beyond targeting affective constructs to actually incorporating emotional management components into the training elements. Emotional management is a key skill to develop to address most problems that arise in organizational contexts. For instance, when working in teams, managing our own emotions (emotion regulation) and the emotions of others (interpersonal emotion regulation) is vital as conflicts among team members arise. Emotional management skills and training components such as mindfulness and can create emotional outcomes like better capacity for communication, and ability to process the emotions that come with interpersonal interactions in team and diversity training to ensure the targeted skills of empathy and efficacy are reached, which will translate to a greater sense of optimal belonging.

Cognitive skills. Conceptually linked to affective and behavioral skills are cognitive skills associated with thoughts and beliefs about both the training and its target. Awareness of biases is a key component not only in the diversity context, but also in the team context, as biases have the potential to influence every situation in which trainees are involved during and after the training, especially when they are negative biases (Behm-Morawitz & Villamil, 2019). Cultural sensitivity has also been shown to be an important skill for an integrative training, to support positive experiences and reactions to training (Abernethy, 2005; Hughes & Hood, 2007; Klak & Martin, 2003; Wade & Bernstein, 1991). Cognitive skills are key to improving group dynamics and inclusion through optimized coordination and shared mental models (Entin & Serfaty, 1999) and thus will be key to fostering optimal belonging.

Behavioral skills. Behavioral skills as a target of an integrative team and belonging training can help to facilitate transfer of knowledge learned into actual behavior changes. These skills including communication (Klunder et al., 2016), and coordination (Srikanth et al., 2016) can contribute to both a sense of ingroup belonging, and facilitate distinctive belonging as team members recognize the benefits of each other's unique skillsets, helping them to perform even better when they come together. These behavioral skills will equip training participants with the social competencies, that will be supported by both the cognitive and affective skills that are being trained.

Outcomes

As referenced, emotional management training incorporated into teams and diversity training supports participants to achieve optimal belonging, as affective components are inherent in both training types, but often overlooked

in organizational attempts to improve outcomes. As the team portion of the training targeted skills, such as cohesion, communication, and coordination work to help team members feel connected and unified, finding a common group identity and sense of ingroup belonging, the diversity portion of the training will help participants embrace distinctive belonging. They will be able to acknowledge and value the differences of others, learning how to communicate cross-culturally while acknowledging their own biases, and recognizing the value of their own distinctiveness and autonomy. They will be able to critically consider the impact of differences on belonging in the context of present-day and historical contextual factors such as discrimination and social and political climate.

Meanwhile, emotional management training will help participants regulate their own emotions, such as defensiveness, so that they are acknowledged without preventing the furthering of learning, and collective emotions, so that they can approach the unified team context with optimistic affect and goal orientation, feeling confident in the ability of the group. In bridging the team and diversity components, this emotional management section of the training will help to make the training more effective, ideally creating long-term individual, interpersonal, and organizational change. Once training effectiveness is optimized through this emotional management component, participants should feel a sense of optimal belongingness such that they feel connected to a positive group identity while simultaneously recognizing the value of their own and others' differences. Ultimately, as the literature suggests, achieving optimal belonging will optimize individual and team performance (Allen et al., 2021; Brewer, 1991).

Implications for Future Research

This review article integrates the findings from team and diversity training literature to provide a comprehensive framework, highlighting the importance of emotional management in optimizing training outcomes and feelings of optimal belonging. Our framework delineates contexts, training components, targeted skills, and belonging outcomes that support performance outcomes. Furthermore, we elaborate below on gaps and avenues to set the foundation for a more fruitful path ahead of team training research and development.

Future Research

From this review, we identify some key directions for future research. First, within this interdisciplinary effort and across literatures, the difficulty lies in

the conceptual realm of the constructs. It is not uncommon for different disciplines or even different authors within the same disciplines to refer to constructs differently, particularly related to emotional management, and affective emergent states. This is not a new issue, as authors have pointed out in reviews of emotions (e.g., Ashkanasy & Dorris, 2017; Gooty et al., 2009). We echo the call for future research to properly define constructs, specify the relationships, and state the nomological network boundaries to avoid uncertainty and confusion moving forward. In this way, we can effectively research ways to produce an integrative training.

Additionally, it is possible that some of the links found have their share of inflation in the effectiveness of trainings. In reality, due to underreporting of insignificant results and details of experimental designs, leading to a high false positive rate in the field of psychology publications (Franco et al., 2016; Simmons et al., 2011). There are likely a much higher proportion of team trainings reported as successful compared to unsuccessful than the true proportion, meaning that the number of team trainings reported as significantly effective could be vastly over estimated. Thus, it is vital to improve our methodological examination of these trainings to continue to test and enhance a useful framework. To enhance our methodology in studying these trainings, we can use mixed methods from various disciplines to develop our understanding. For example, we may use more physiological measurements to test the individual improvements, or produce a content analysis of company communications to analyze cultural changes or transfer of behaviors, affect, or cognitions.

Conclusion

Teams are essential to organizations. Both scholars and organizations recognize this, spending billions of dollars every year on research and deployment of training. Unfortunately, because of the opposing motives of the traditionally separate team and diversity trainings with limited focus on shared goals, their effectiveness has been restricted. Thus, a framework for an integrative team belonging training that integrates essential elements of their trainings while reconciling their purpose for participants is essential for effective implementation and outcomes. Throughout this review, we have identified key elements of each type of training, and a way forward for an integrative training that emphasizes emotional management to improve the essential goal of training, which is optimal belonging. Future research using an interdisciplinary training approach may allow us to improve our training models and create trainings that provide effective outcomes for teams in the modern workplace.

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Supplemental Material

Supplemental material for this article is available online.

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