

VARIETY, three SEPARATION, typologies to and understand DISPARITY employee diversity

An empirical study
on employees'
perceived
diversity and
the effects of
diversity in
the Leisure
industry

Variety, Separation, and Disparity: three typologies to understand employee diversity

An empirical study on employees' perceived diversity and the effects of diversity in the Leisure industry

Master thesis

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PREFACE

A year ago during summer break I made some personal requirements concerning my Master's thesis. Rather than primarily studying leisure topics, I wanted to write about an interesting and relevant social subject that would trigger me and teach me many new things, as well as allow me to make a contribution to my field of study. I spoke about this with Dr. Bargeman, whereupon she introduced me to Dr. Garib who was developing a new thesis subject for this college year. After Dr. Garib had explained her thesis topic "organizational diversity in the leisure industry", I immediately got interested in this subject. Subsequently, by getting into the topic more thoroughly by studying scientific research on diversity, my interest was triggered even more. Thereby, I decided that I really liked to broaden my horizon on organizational diversity in the leisure industry by dedicating my Master's thesis to this subject.

Looking back, I am still really pleased I have chosen this varied topic. Writing this thesis was a process of implementing gained knowledge and also a process of learning. Despite the fact that writing this thesis was not always an easy job, it remained interesting until the end. During the process I was supported by different people. Hence, I would like to take the opportunity to make some acknowledgements. First, I want to thank my supervisor of Tilburg University, Geetha Garib, who provided me with useful feedback and support regarding my thesis, and was always willingly to answer questions. Second, I am thankful to my second assessor, Greg Richards, who gave usable comments towards the first version of my thesis. Third, I would like to thank my fellow student Wendy Stigter with whom I only collected data partly together. Fourth, I am thankful to the student assistant of the SPSS helpdesk who gave me feedback a couple of times concerning the statistical part of my thesis. Fifth, I want to give a word of thanks to a good friend who read my thesis primarily to give feedback on my use of English. Finally, I want to thank other students, friends, and family who contributed in some way to the process of writing my Master's thesis.

Emma de Swart

ABSTRACT

In this study the broad topic diversity is related to differences between employees in the leisure industry. Within this research employee diversity is defined as ‘the distribution of differences among the members of a unit (i.e., organization) with respect to a common attribute’ (Harrison & Klein, 2007, p.1). Despite the importance of employee diversity in organizational life (Jackson & Ruderman, 1995; Raaijmakers, 2008) and especially in the leisure industry (Jackson & Alvarez, 1992), this interesting theme is not an easy one because diversity occurred to be a difficult topic for scientists to research and for organizations to manage (Harrison & Klein, 2007; Jackson & Ruderman, 1995). Because of that, the topic diversity required closer examination and refinement by which an overall diversity typology was aspired to increase the understanding of diversity (e.g., Harrison & Klein, 2007).

From theoretical analysis on the most important diversity perspectives and theories one may conclude that the three diversity types of Harrison and Klein (2007) - variety, separation, and disparity – are theoretical strong constructs, with potential to function as an overall typology towards the diversity construct. First, perceiving diversity as variety is based on differences in kind, source, or category of relevant experience and knowledge among a group of employees (Harrison & Klein, 2007), similar to the Information-decision making perspective (Williams & O’Reilly, 1998). Second, perceiving diversity as separation refers to differences in position or opinion on value, attitude, or belief among a group of employees (Harrison & Klein, 2007), which is in line with the Social categorization/identification perspective (Williams & O’Reilly, 1998). Finally, perceiving diversity as disparity is known as differences in socially valued assets or resources like status and salary among a group of employees (Harrison & Klein, 2007), similar to the Distributive justice theory (Deutsch, 1975). According to Harrison and Klein (2007) and the diversity perspectives and theories, the three diversity types should have different effects on an organization explained by organizational outcomes; separation and disparity should influence organizational outcomes like creativity, cohesiveness, and competition negatively and variety should influence them positively. However, because the diversity types were not empirically tested, this research provided seriously important empirical evidence regarding the three diversity types of Harrison and Klein (2007) (Lawrence, 1997; Marrow, 1969).

This Master’s thesis was based on discovering how employees working for a leisure organization perceived diversity and what the effects of perceived diversity were on the organizational outcomes creativity, cohesiveness, and competition. The research aim was to test Harrison and Klein’s (2007) three diversity types and the effects of the diversity types on the organizational outcomes. By doing two studies with different research methods an answer was formulated to the research question, after which the research aim was reflected. Both studies included perceived diversity as variety, separation, and disparity as independent variables, the perceived organizational outcomes creativity, cohesiveness, and competition as dependent variables, and diversity awareness and organizational

tenure as independent control variables which both should affect the perceived organizational outcomes positively (Cox & Blake, 1991; Harrison, Price, & Bell, 1998). The first study contained a questionnaire held among employees of one leisure organization in order to examine the assumed relationships and effects regarding the independent (control) and dependent variables. Results were analyzed by confirmatory factor analyses, bivariate correlation analyses, and hierarchal multiple regression analyses. The second study complemented the data of the first study by combining an experiment with a questionnaire, which was held among students of Tilburg University working (part-time) in mostly leisure organizations (Bryman, 2004). Unfortunately, the experiment did not succeed but due to solid reasons for aggregating the four conditional groups, results could still be analyzed with again confirmatory factor analysis and bivariate correlation analyses. Both studies proved that for measuring diversity in the leisure industry each of the types of Harrison and Klein (2007) are important because diversity was actually perceived as variety, separation, and disparity. Moreover, in both studies the typologies have proven to be useful for addressing at least the most important relationships and effects of employee diversity on organizational outcomes within the leisure industry. These relationships and effects of increased variety on increased creativity, increased separation on decreased cohesiveness, and increased disparity on increased competition were in line with the assumptions of Harrison and Klein (2007). In addition, both studies proved the added value of diversity awareness for a leisure company while the value of organizational tenure remained unknown.

Finally, the provided empirical evidence regarding the typologies of Harrison and Klein (2007) made all three diversity types of valuable use for, among other things, scholars and organizations to better understand diversity. Therefore, theoretical (1-6) and managerial (7-10) implications and recommendations are given concerning the use of the three types: 1) The typologies should get internationally known among scientists to create a required better understanding of employee diversity. 2) Diversity aspects should be no longer treated as an overall diversity measure because they produce distinct outcomes. 3) It is necessary to link disparity, separation, and variety to more various outcomes to further increase the valuable empirical research towards the three diversity types. 4) The Distributive justice theory has proven to deserve much more credit among scientists. 5) Variety, separation, and disparity can be used to categorize how diversity is mainly perceived in different business fields, countries, et cetera, to get more specific information on perceived diversity. 6) Diversity awareness must be linked to more positive outcomes to create an even stronger research base that supports organizational management to use diversity awareness training. 7) Managers should focus on increasing variety in their work teams to enhance the positive outcomes. 8) It is not essential to decrease separation and disparity in work teams. 9) Managers should make their employees more alert of the positive variety conditions and less alert of the negative separation and disparity conditions by using diversity awareness training. 10) Several diversity supporting policies and practices based on the discussed theories concerning variety, separation, and disparity are valuable for organizations.

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1 INTRODUCTION

What crosses your mind when you think of the term “diversity”? (...) Your thoughts on diversity are probably different from those of, for example, your neighbors, colleagues, or relatives because diversity is about all kinds of differences in world’s societies. This study is focused on differences between people or more specifically employees. Because employees differ on many aspects, diversity can again be explained in different ways (Nkomo, 1995). Nevertheless, to clarify how diversity is interpreted within this research the following global definition of diversity is given: ‘the distribution of differences among the members of a unit (i.e., organization) with respect to a common attribute’ (Harrison & Klein, 2007, p.1). However, differences among employees are not an easy theme, which is phrased well by Coffin (2004, p.34):

‘Diversity may be both the hardest thing to live with and the most dangerous thing to be without.’

This statement is emphasized in both the organizational and scientific field. Organizations’ struggle to embrace and manage differences successfully and researchers’ struggle to conceptualize and study these differences effectively emphasize that differences are a difficult theme (Harrison & Klein, 2007). Yet, both fields underline the by Coffin (2004) expressed words that diversity is important in (organizational) life. Especially since attention towards diversity has increased in society, politics, and organizations in recent decades, organizations increasingly want and need to promote and manage diversity (Jackson & Ruderman, 1995; Raaijmakers, 2008). Primarily for leisure organizations promoting and managing employee diversity is significant to serve and satisfy their varied customers (Jackson & Alvarez, 1992). As an important branch of the service economy, satisfied customers are a key condition for leisure organizations to keep up with others in the service economy (Jackson & Alvarez, 1992). Thus, diversity is a challengeable topic because on the one hand differences are a difficult theme while on the other hand differences are important for organizations, specifically in the leisure industry. This study, which contributes to the challenge of differences by providing a better understanding of diversity, is explained in the following four paragraphs.

1.1 Problem definition

That diversity is a difficult subject is stressed by the few clear findings derived from proliferated scientific research on diversity (Cox, 1995; Harrison & Klein, 2007; Jackson & Ruderman, 1995). Moreover, research findings related to diversity are difficult to synthesize because diversity literature is so diverse; because of the varied theoretical perspectives used to guide diversity research; and because few consistent findings and cumulative insights have emerged (Harrison & Klein, 2007). Because of that, organizational literature on diversity is confusing and hard to understand (Harrison & Klein, 2007). These unclear results from the research field provide little starting points for

organizations to actually cope with the struggle of managing diversity (Harrison & Klein, 2007). The diversity construct obviously required closer examination and refinement (Nkomo, 1995). Achieving a useful common point of reference towards diversity, like a diversity typology, was thereby aspired within organizational science because such a typology should increase the understanding of diversity (Harrison & Klein, 2007; McGrath, Berdahl, & Arrow, 1995; Nkomo, 1995). A potential overall typology of diversity that required to be researched includes the diversity types variety, separation, and disparity of Harrison and Klein (2007). First, variety is based on differences in kind, source, or category of relevant experience and knowledge among a group of employees. Second, separation refers to differences in position or opinion on value, attitude, or belief among a group of employees. Finally, disparity is known as differences in socially valued assets or resources like status among a group of employees (Harrison & Klein, 2007). The three diversity types should have different effects on an organization explained by organizational outcomes; separation and disparity should affect organizational outcomes like creativity, cohesiveness, and competition negatively and variety should affect them positively (Harrison & Klein, 2007). Analyzing the most important diversity perspectives and theories clarified the theoretical strong fundament of the three diversity types of Harrison and Klein (2007), and by that means the potential to function as an overall diversity typology. However, the diversity types were not empirically tested possibly because the types are largely based on existing diversity theories of which the most theories are (frequently) included in diversity research. Nevertheless, a theory is only strong when it is closely connected to empirical observation (Lawrence, 1997; Marrow, 1969). Because of that, the diversity types were tested by providing empirical evidence to find out if employees indeed perceived diversity as variety, separation, and disparity, and if the mentioned effects of diversity on organizational outcomes actually occurred.

1.2 Research aim and research question

The noteworthy absence of empirical evidence regarding the diversity types of Harrison and Klein (2007) led to the goal of this research given by the research aim. To fulfill the research aim, the presented research question needed to be answered.

Research aim: Gain insight into how diversity and organizational outcomes are being perceived by employees working at a leisure organization and test Harrison and Klein's (2007) three diversity types and the effects of the diversity types on the organizational outcomes.

Research question: How is diversity perceived by employees working at a leisure organization and what are the effects of perceived diversity on the organizational outcomes creativity, cohesiveness, and competition?

1.3 Relevance of research

To indicate thoroughly why, how, and for which fields this research is relevant this paragraph discusses the scientific and social relevance of this research.

1.3.1 Scientific relevance

Researchers often leave theoretical concepts about organizational demography unmeasured, through which they create a “black box” filled with non-tested and vague theories (Lawrence, 1997). Harrison and Klein (2007) contributed with their non-tested diversity types to this black box, despite the possibly important role of the theoretical concepts variety, separation, and disparity within the scientific and organizational field. The importance of the theoretical concepts of Harrison and Klein (2007) is stressed by Lawrence (1997) and Nkomo (1995). They state that a common typology of diversity should create a deeper understanding of the meaning of within-unit differences and that it should contribute to a better understanding of the complexity of diversity, which is needed in the scientific field. The same notion is seen in the work of McGrath et al. (1995). Furthermore, reference to the diversity types should aid scholars in, among other things, capturing researchers’ convergent and divergent ideas, in integrating their research findings, and in making synthesis of diversity easier (Harrison & Klein, 2007).

1.3.2 Social relevance

The promotion and management of diversity is getting more important for organizations in today’s multicultural society, not only because of an increasingly varied group of customers but also due to a more heterogeneous workforce (Essed & De Graaff, 2002; Jackson & Ruderman, 1995; Raaijmakers, 2008). According to the introduction of this first section, especially the leisure industry can gain from managing diversity which means acknowledging and valuing employees’ differences to contribute to organizational goals (Human Resources, 1994). Because organizations struggle with managing employee diversity (Harrison & Klein, 2007), this research provided the leisure industry more insight into coping with diversity. Existing research shows that diversity can enhance or hinder organizational outcomes (Cox, 1995). Thus, to ease managing diversity, it is valuable knowing which diversity type proved to affect organizational outcomes positively and which one proved to affect outcomes negatively, for example to stimulate or minimize the belonging aspects (Harrison & Klein, 2007).

1.4 Outline

This research is divided into the following sections. First, section 2 discusses the central concepts of this research resulting in a conceptual model and hypotheses. The third section explains the first methodological approach followed by its results and conclusions in section 4 and 5. The sixth section discusses the second methodological approach followed by its results and conclusions in section 7 and 8. Finally, in the last two sections an overall conclusion and general discussion are given.

2 THEORY

This section provides a broad discussion on diversity by first explaining the increased attention towards diversity followed by discussing its meaning. Next, theories of diversity and the effects of diversity on organizations are mentioned. Related to the latter, the studied concepts perceived diversity as variety, separation, and disparity followed by the studied concepts perceived organizational outcomes as creativity, cohesiveness, and competition are discussed. Furthermore, diversity awareness and organizational tenure are addressed as additional concepts. Finally, all concepts are visualized in a conceptual model and translated into hypotheses.

2.1 Increased attention towards diversity

Widespread attention towards diversity in organizations emerged in the late 1980s due to demographic projections about the changing composition of the U.S. workforce, like the increased numbers of women and people of color (Johnston & Packer, 1987). However, these gradual changes alone do not explain why organizations suddenly became so concerned about diversity and why the composition of the workforce shifted from relatively homogeneous to quite heterogeneous (Jackson & Ruderman, 1995). Trends or developments like aging, immigration, moral imperative, globalization of business activities, and a more diverse market of consumers also explained the shift and made diversity a salient concern (Jackson & Ruderman, 1995; Raaijmakers, 2008).

Attention to diversity increased first of all due to a group of social trends like aging, immigration, and moral imperative. Differences in origin and age are especially emphasized by these social trends explaining diversity of the workforce (Jackson & Ruderman, 1995; Raaijmakers, 2008).

First, aging is stimulated by people's improved health and longer life expectations (Jackson & Ruderman, 1995). The increased proportion of older workers in workforces leads to increased age diversity in organizations (Jackson & Ruderman, 1995). In the Netherlands possible changes in legal regulation about the Dutch retirement age rising to 67 contribute to the increase of age diversity in the future. As a result of increased aging and the outflow of baby boomers much more space on the labor market will be available for young, female, and disabled people in the near future (Raaijmakers, 2008). Second, although immigration is not a new phenomenon, the amount of it and the variety in immigrants' roots have increased, according to Essed and De Graaff (2002). Because today's countries' populations represent varied cultures, both the natives and immigrants need to adapt. However, people do not always understand and tolerate others' religions, beliefs, or cultures, which may lead to radical incidents. In the Netherlands incidents like the murder on Pim Fortuyn and Theo van Gogh made a footmark on the social discussions about ethnic and religious diversity. Differences between people have also been sharpened worldwide due to terrorist attacks on 9/11 2001 in New York and the following war in Afghanistan and Iraq (Raaijmakers, 2008). Finally, with reference to

moral imperative government organizations are as role models aiming to be a reflection of today's multicultural society (Raaijmakers, 2008). Therefore, diversity related activities in organizations are initiated by legislation to increase for example the percentage of non-western minorities within the workforce (Raaijmakers, 2008). A more diverse workforce is demanded by government because including "strange capital" into organizations has positive consequences for the position and relationships of new coming people and minorities within a country (Glastra, 2001). Diverse workforces are not only morally preferred, but they are also important in order to adapt to the changing business environment, as the following part illustrates (Raaijmakers, 2008).

The increase of attention towards diversity is also explainable by two business trends like globalization of business activities and a more diverse market of consumers. These trends relate to a changing business environment where working in diverse and multifunctional teams is quite inevitable nowadays (Jackson & Ruderman, 1995; Raaijmakers, 2008).

First, the globalization of business activities is a process of internationalization of customers, markets, and services. Globalization increases because the world is noticeably getting "smaller" as lands are being linked more closely together (Osterhammel & Petersson, 2005). To reach and interact with foreign markets, the use of multifunctional diverse work teams increases and new strategic alliances occur (Jackson & Alvarez, 1992). Therefore, understanding and knowing the influence of culture, language, and history on interactions between organizations and employees is important (Hays-Thomas, 2004). Second and lastly, because of the increasing globalization and due to immigration, a varied market of consumers has emerged and still gets more diverse (Jackson & Alvarez, 1992). In order to serve the more diverse market, it is important to understand customers' perspectives and to anticipate and monitor customers' needs and expectations (Jackson & Alvarez, 1992). Organizations increasingly realize that in order to retrieve the latter, employing a workforce that mirrors the varied customers, by being a reflection of the diverse society, is one step in the right direction in today's service economy like the leisure industry (Jackson & Alvarez, 1992).

Social trends like aging, immigration and moral imperative, and business trends like globalization of business activities and a more diverse market of consumers explained the increased attention towards diversity. Furthermore, these trends showed that organizations increasingly need to promote and manage diversity, which is even more important because teams in organizations will only become more diverse (Loozen & Van Duin, 2007). Now that it has been clarified why diversity has become a relevant theme, the meaning of diversity is more thoroughly explained in the following paragraph.

2.2 The complexity of diversity

Diversity is a complex construct because of its multidimensionality as it refers to diverse aspects like age, gender, religion, or communication style (Nkomo, 1995). The highlighted aspect(s) within

diversity research refers to an extrinsic or intrinsic dimension (Loden & Rosener, 1990). Based on the dimension that is addressed by the aspect(s), definitions of diversity are reducible to narrow or broad views of diversity (Nkomo, 1995). To create a better understanding of the complex diversity construct, this paragraph describes the two dimensions of diversity followed by a critical discussion on the two views of diversity. Finally, the latter stresses that scientific literature lacks a view of diversity that actually understands and clarifies the multidimensionality of diversity.

According to diversity literature, the diversity construct can be divided into the primary and secondary dimension (Loden & Rosener, 1990). The primary dimension is based on, for example, gender, sexual orientation, age, physical abilities/qualities, and ethnicity. Because these relatively unchanging aspects are very observable, this dimension can be regarded as extrinsic (Loden & Rosener, 1990). The secondary dimension includes attributes like communication style, religion, geographical location, and work experience. This dimension can be described as intrinsic due to the less observable quality of the attributes (Loden & Rosener, 1990). Besides, the corresponding aspects can be changed and modified (Allison, 2000). The dimension(s) where the studied diversity aspect(s) belongs to, determines if a research definition of diversity is being viewed as narrow or broad.

People who define diversity as a broad construct interpret diversity as ‘any mixture of items characterized by differences and similarities’ (Thomas, 1995, p.246), which refers to both intrinsic and extrinsic features (Jackson, May, & Whitney, 1995; Thomas, 1991). Narrow diversity is restricted to the attention towards extrinsic aspects (Nkomo, 1995). Differences in mostly one or more extrinsic attributes like race, gender, and other cultural categories have been frequently studied because the observable and unchangeable character of the extrinsic aspects facilitates its measurement (Harrison, Price, Gavin, & Florey, 2002). Moreover, these two characteristics of extrinsic features make that people are inclined to associate diversity with age, gender, race, and other cultural categories. Intrinsic aspects are on the contrary rarely studied in work settings (Harrison et al., 1998), possibly due to their non-observable and mutable character. However, Nkomo (1995) argues that both views of diversity are not entirely satisfactory to overarch the complexity of the diversity construct. Her statement is understandable because referring to diversity only as narrow or broad stimulates black and white thinking, while this is inferior to the variety of diversity (McGrath et al., 1995). Scientists must try to develop a view of diversity - a typology - which specifies the different types of diversity and addresses the effects of multidimensional diversity in order to understand the dynamics of a heterogeneous workforce (Nkomo, 1995). Non-demographical aspects are especially important for a diversity typology that must be usable for the organizational field (Janssens & Steyaert, 2001). As subparagraph 2.3.1 illustrates, an organization should benefit from differences in intrinsic aspects like task-related knowledge and skills important to, for example, the changing business environment (Jackson et al., 1995).

This paragraph explained the diversity construct and clarified that a diversity typology based on different diversity types is preferred in the research field. With discussing the most important diversity theories, the following paragraph gains insight into the different perspectives and organizational effects of diversity. By that means, the foundation is laid for the different diversity types.

2.3 Theoretical foundation of diversity

To explain the theoretical foundation of diversity, the most important diversity theories are discussed in this paragraph. It appears that the theories are reducible into two groups; one group categorizes diversity as something positive for the organization and the other group as something negative. According to the theories representing the Information-decision making perspective in subparagraph 2.3.1, diversity affects organizational outcomes positively. The theories related to the Social categorization/identification perspective within subparagraph 2.3.2, and the Distributive justice theory explained in subparagraph 2.3.3, stress that diversity affects organizational outcomes negatively.

2.3.1 Information-decision making perspective

The Information-decision making perspective is a frequently used perspective within diversity research indicating that diversity affects an organization positively. The Information-decision making theory and the Integration-and-learning theory belong to the Information-decision making perspective and explain why diversity affects organizational outcomes positively (Williams & O'Reilly, 1998).

According to the Information-decision making theory (Williams & O'Reilly, 1998), variance in group composition leads to the possession of a broader range of task-relevant knowledge, information, skills, and abilities that are distinct and non-redundant. Diverse groups are more likely to have different perspectives on the tasks at hand (Gruenfeld, Mannix, Williams, & Neale, 1996; Knippenberg, De Dreu, & Homan, 2004; Williams & O'Reilly, 1998). Another beneficial effect is that the need to reconcile conflicting viewpoints may force the group to deal more thoroughly with task-relevant information (Knippenberg et al., 2004). Because of that, the group may be prevented from groupthink which means that the group does not consider all alternatives and desires unanimity at the expense of quality decisions (Janis, 1972). Diverse groups enrich the supply of ideas, unique approaches, and knowledge available to a unit, positively enhancing organizational outcomes such as unit creativity, quality of decision making, and complex performance (Williams & O'Reilly, 1998).

The Integration-and-learning theory is introduced by Ely and Thomas (2001) and values, similar to the Information-decision making theory, employees' various insights, skills, and experiences. This theory is established on cultural diversity and assumes that team members developed their insights, skills, and experiences as members of various cultural identity groups (Ely & Thomas, 2001). This emerged variety of knowledge gives an organization the opportunity to redefine its markets, products, strategies, and business practices, and rethink its primary tasks in such a way that it

has positive effects for the organization (Ely & Thomas, 2001). Because of the increased amount of immigration and the extended variety in immigrants' roots (Essed & De Graaff, 2002) as well as the increasing international strategic alliances (Jackson & Alvarez, 1992), organizations get such opportunities more often. The Integration-and-learning theory makes diversity a resource for learning and adaptive change similar to the Information-decision making theory. Both theories turn out to be especially important in business fields where people have to come up with creative and innovative products or services, such as event, travel, and artistic agencies (Williams & O'Reilly, 1998). Because of that, the Information-decision making perspective is especially related with the leisure industry, by which the importance of employee diversity in leisure organizations is emphasized once more.

2.3.2 Social categorization/identification perspective

The Social categorization/identification perspective is also frequently integrated in studies on diversity and indicates, in contrast with the aforementioned perspective, that diversity affects an organization negatively (Williams & O'Reilly, 1998). The Social categorization theory and the Similarity-attraction theory belong to this theoretical perspective and explain why diversity affects organizational outcomes negatively (Williams & O'Reilly, 1998).

The Social categorization theory (Tajfel, 1981) stresses that individuals classify themselves and others into social categories based on similarities and dissimilarities in characteristics as age, status, religion, personality, and physical and intellectual traits (Ashforth & Mael, 1989). People attach value and create belongingness to the particular social category (Tajfel, 1981; Tajfel & Turner, 2004), as a result of which stereotypes arise (Tajfel, 1981). The self-categorization process leads to distinguishing people's own group (ingroup) from the people who do not belong to the group (outgroup). Individuals' obtained positive self identity can lead to privileging their own group and its similar ingroup members compared to other groups and its dissimilar outgroup members. This is known as ingroup-outgroup bias and maximizes intergroup distinctions (Ashforth & Mael, 1989). Especially when groups are heterogeneous, within-unit subgroups emerge along with problematic inter-subgroup relations (Knippenberg et al., 2004). Because of that, negative organizational outcomes like lower levels of cohesiveness, decreased satisfaction with the group, reduced communication, more conflicts, decreased cooperation (Loden & Rosener, 1991; Raaijmakers, 2008), message distortion, and communication errors arise (Barnlund & Harland, 1963; Triandis, 1960).

The Similarity-attraction theory of Byrne (1971) explains more thoroughly than the aforementioned theory how people categorize themselves and others. Individuals prefer others similar to themselves based on characteristics like background, attitudes, values, and demographic variables (Byrne, 1971). Due to more shared common life experiences and values, individuals may find the experience of interaction with similar others easier, positively reinforcing, and more desirable (Williams & O'Reilly, 1998). In contrast with homogeneity, heterogeneity in teams is negatively

interpreted with group process and performance loss, less positive attitudes, less frequent communication, and a higher likelihood of turnover from the group as results (Jehn, Northcraft, & Neale, 1999; O'Reilly, Snyder, & Boothe, 1993; Riordan & Shore, 1997). Such negative outcomes of employee diversity are in line with the Social categorization theory. Note that the discussed categorization processes are probably less present in relatively small companies specialized in for example art, music, or traveling because an already small group of employees share a main common interest. On the contrary, larger organizations which focus on different markets, like a multifunctional leisure centre, are probably more concerned with categorization processes because they work with a larger amount and more different sort of employees.

2.3.3 Distributive justice theory

The Distributive justice theory is a not well-known theory in organizational and diversity literature (Harrison & Klein, 2007), which explains why it is not incorporated in a theoretical perspective on diversity like the theories discussed above. However, this theory can be interpreted as a subgroup of the Social categorization/identification perspective because first of all the Distributive justice theory also associates diversity with negative organizational effects (Harrison & Klein, 2007). Moreover, both the Social categorization/identification perspective and the Distributive justice theory refer to the drive of humans to evaluate themselves in comparison with others by examining on the one hand their abilities and opinions, and on the other hand assets like salary (Festinger, 1954). This is known as the Social comparison theory of Festinger (1954), by which differences in socially valued assets like status may cause social categorization processes as mentioned in the Social categorization/identification perspective (Ashforth & Mael, 1989).

The Distributive justice theory (Deutsch, 1975) is concerned with the distribution of goods and conditions like salary, status, and power. In organizations in which (economic) productivity is a primary goal, equity is the dominant principle of distributive justice. According to this principle, employees are differently rewarded because personal differences lead to differential contributions (Deutsch, 1975). Such allocation of social resources among heterogeneous group members results in, for example, status, power, and pay inequality. Despite the fact that a possible promotion should motivate employees to keep working for an organization or to work harder, equity has a large disadvantage namely that inequality of socially valued resources causes negative outcomes for an organization, such as raised (interpersonal) competition, differentiation, deviance among some team members (Bloom, 1999; Frank & Cook, 2003; Pfeffer & Langton, 1993), discontent, and feelings of unfairness (Pfeffer, 1994). Finally, because differences in socially valued assets are typical for organizational units who produce tangible material products but also who deliver intangible services like in the leisure industry (Deutsch, 1975; Harrison & Klein, 2007), this theory should deserve more credit among scientists studying organizational diversity.

Within this paragraph the “double-edged sword” of diversity, as described by Milliken and Martins (1996), was explained. On one side, according to the Information-decision making perspective, diversity affects the organization positively resulting in positive organizational outcomes like increased creativity. On the other side, the Social categorization/identification perspective and the Distributive justice theory explained negative organizational effects of diversity with sequentially decreased cohesiveness and increased competition as some negative organizational outcomes. Note that with the theoretical discussion of diversity the negative side of diversity is stressed most. However, in practice diversity cannot automatically being considered as negatively because that depends on the occurring diversity aspects within a workforce and how employees and organizational management cope with diversity (Harrison & Klein, 2007). Harrison and Klein (2007) were aware of the most important diversity perspectives, theories, and effects of diversity on organizations and united these in their three distinctive diversity types. Their purpose of creating three diversity typologies was to shed light on diversity to make it a less confusing and better understandable construct for scholars, the organizational field, and outsiders who are interested in the subject.

2.4 Perceived diversity as variety, separation, and disparity

This paragraph introduces the three diversity types of Harrison and Klein (2007). To understand the diversity types and to discover how the theories of paragraph 2.3 are intervened in the three types, this paragraph describes their meanings and properties. Nevertheless, how the above described diversity effects are integrated in the diversity types is explained in paragraph 2.5. Harrison and Klein (2007) link their definition of diversity, which was given in the introduction of section 1, to the three different diversity types variety, separation, and disparity. They refer with all three diversity types mainly to the less studied intrinsic diversity aspects. Nevertheless, the diversity types are also suitable to address extrinsic features, such as age and race (Harrison & Klein, 2007).

2.4.1 Variety

Differences in kind, source, or category of relevant experience and knowledge among unit members refer to variety (Harrison & Klein, 2007). In order to gain a better understanding of variety, a research team is used as an example. A team of eight team members differ in their disciplinary backgrounds; one member is a sociologist, a second member is an anthropologist and others represent a micro-economist, linguist, human factors engineer, hospital administrator, psychologist, and a practicing physician. This exemplifies maximum variety because each member is one of a kind due to unique or distinctive information (Harrison & Klein, 2007). According to variety, diverse groups should outperform homogeneous groups thanks to the benefits of heterogeneity in informational resources (Harrison & Klein, 2007). This notion of diversity as variety is not a new one. As described in paragraph 2.3.1, the Information-decision making perspective is based on the same core of information. By that means, the diversity type variety can be interpreted as a valid construct.

2.4.2 Separation

Separation refers to differences in position or opinion among unit members with regard to value, attitude, or belief (Harrison & Klein, 2007). For example, a team is studying how patients experience medical treatment in a hospital whereby the members differ in their attitude towards a particular research paradigm. Four of the eight team members prefer richly descriptive, interpretive inquiry and the other four team members disparage it. Such disagreement or opposition leads with maximum diversity as separation to two opposing sub-units (Harrison & Klein, 2007). According to separation, diverse teams become divided due to dissimilarities and similarities (Harrison & Klein, 2007). This idea was earlier addressed in paragraph 2.3.2 by the Social categorization/identification perspective. Because of that, the diversity type separation can also be interpreted as a valid construct.

2.4.3 Disparity

Disparity refers to differences in socially valued assets or resources among unit members (Harrison & Klein, 2007). For example, a research team varies in their research eminence or rank. Seven of the eight members are getting their first behavioral science research experience while the other one is a highly accomplished professor. This example refers to maximum disparity whereby one team member is superior to the others in research expertise and probably in status as well (Harrison & Klein, 2007). According to disparity, diversity is a synonym for inequality in socially valued assets like status (Harrison & Klein, 2007). This notion is incorporated in the Distributive justice theory described in paragraph 2.3.3. Therefore, the diversity type disparity can as well be interpreted as a valid construct.

The most important diversity theories were fundamental for the three solid diversity types of Harrison and Klein (2007). However, Harrison and Klein (2007) create the idea that employees perceive diversity as one of the three types while in practice this black and white thinking is not applicable because it simply does not exist. Because people differ on so many things (McGrath et al., 1995), it would be more logical that diversity is perceived more as one type and less as another. Moreover, attributes from different diversity types can stimulate each other like the example in paragraph 2.4.3 illustrated, in which a person is superior in status (disparity) because of his expertise (variety).

2.5 Perceived organizational outcomes as creativity, cohesiveness, and competition

After clarifying that the diversity types have a valid theoretical foundation, this paragraph focuses on how the effects of diversity on organizational outcomes which were described by the theories in paragraph 2.3, are intervened in the diversity types. Three important outcomes - creativity, cohesiveness, and competition - were selected to create explicitness. Exactly these outcomes were chosen because each of the subparagraphs 2.3.1, 2.3.2, and 2.3.3 related diversity mainly to one of these interesting organizational outcomes. Because of that, each outcome is especially representative for one diversity type; variety is primarily related to creativity (Jackson et al., 1995; Williams &

O'Reilly, 1998), separation to cohesiveness (Williams & O'Reilly, 1998), and disparity to competition (Bloom, 1999; Pfeffer & Langton, 1993). The selected organizational outcomes are also by Harrison and Klein (2007) regarded as important predicted outcomes of diversity. After going through many different diversity studies, the three outcomes turned out to be applicable for each diversity type (e.g., Hatch & Schultz, 2004; Lazear, 1989; Pfeffer & Davis-Blake, 1992).

Diversity as variety affects organizational outcomes positively because of heterogeneity in informational resources (Harrison & Klein, 2007), which is similar to the Information-decision making perspective. The supposed positive effect is illustrated by three positive outcomes. First, the value of diversity as variety for an organization is especially illustrated by the positive outcome increased creativity due to a broader range of knowledge, information, skills, and abilities of a varied team (Williams & O'Reilly, 1998). Second, diversity as variety leads to increased cohesiveness and reduced competition because diverse people can accomplish a higher performance together, according to Bantel and Jackson (1989), and Jehn et al. (1999). Harrison and Klein (2007) hypothesize that diversity as variety influences organizational outcomes positively.

In contrast to variety, diversity as separation affects organizational outcomes negatively because (dis)similarities divide diverse teams (Harrison & Klein, 2007), which is in line with the Social categorization/identification perspective. The supposed negative effect is demonstrated by three negative outcomes. First, due to the creation of sub-groups diminished cohesion within a work team is above all a significantly negative outcome of diversity as separation (Williams & O'Reilly, 1998). Second, the level of creativity decreases with diversity as separation because categorization processes create uncreative homogeneous groups (Jackson et al., 1995). Third, intergroup competition arises with diversity as separation (Hatch & Schultz, 2004). Harrison and Klein (2007) hypothesize that diversity as separation influences organizational outcomes negatively.

Disparity affects organizational outcomes negatively as well because of inequality in socially valued assets based on employees' differences (Harrison & Klein, 2007), which is similar to the Distributive justice theory. The supposed negative effect is exemplified by three negative outcomes. First of all, encouraged competition is a particularly important negative outcome of diversity as disparity because of employees' discontent about the unequal proportion of, for example, salary (Bloom, 1999; Pfeffer & Langton, 1993). Two other negative outcomes of diversity as disparity are suppressed creativity (Hollander, 1958; Pfeffer & Davis-Blake, 1992) and discouraged cooperation/cohesion (Lazear, 1989). Harrison and Klein (2007) hypothesize that diversity as disparity also influences organizational outcomes negatively.

The required closer examination and refinement of diversity (McGrath et al., 1995; Nkomo, 1995) resulted so far in Harrison and Klein's (2007) theoretical strong constructs variety, separation, and disparity. The three diversity typologies still had to be tested by providing empirical evidence to

determine if reference to the three typologies could truly increase the understanding of within-unit differences (Nkomo, 1995) and just because organizational diversity is a really interesting and challengeable subject. Perceived diversity and the supposed effects of the diversity types on organizational outcomes are measured with perceptions of employees working for a leisure organization. Moreover, the additional independent control variables diversity awareness and organizational tenure are examined. Both variables, which are explained in the following two paragraphs, could provide valuable information regarding managing organizational diversity.

2.6 Diversity awareness

Diversity awareness means that people are aware of differences of other group or unit members (Cox & Blake, 1991). Paragraph 2.1 showed that managing diversity has become more important as a result of the increased attention towards diversity at the end of the 1980s (Jackson & Ruderman, 1995; Johnston & Packer, 1987). However, organizations find it hard to actually manage diversity (Harrison & Klein, 2007) but the most prevalent starting point is managing and valuing diversity training (Cox, 2001; Cox & Blake, 1991). Two types of diversity training - awareness training and skill-building training - are popular (Cox, 2001; Cox & Blake, 1991; Roberson, Kulik, & Pepper, 2003). However, creating awareness of diversity is most important for reaching positive organizational outcomes of diversity (Roberson et al., 2003; Rynes & Rosen, 1995; Wentling & Palma-Rivas, 1999). Awareness training is focused on creating an understanding of the need for, and meaning of managing and valuing diversity. Moreover, it is meant to increase participants' awareness of diversity related issues like stereotyping and cross-cultural sensitivity (Cox, 2001; Cox & Blake, 1991). Because diversity awareness helps employees to understand what diversity means and why it is important (Roberson et al., 2003), it influences organizational outcomes positively within diverse organizations. For example, Cox and Blake (1991) state that team creativity increases when heterogeneous team members are aware of the attitudinal differences of other members. Thus, when people are more aware of diversity, organizational outcomes are perceived more positively than when people have less diversity awareness (Cox & Blake, 1991). To measure diversity awareness it is not necessary that an employee has followed diversity training because one can become aware of diversity in all kinds of situations, for example in college (Anderson, Hayashi, & Frost, 2009).

2.7 Organizational tenure

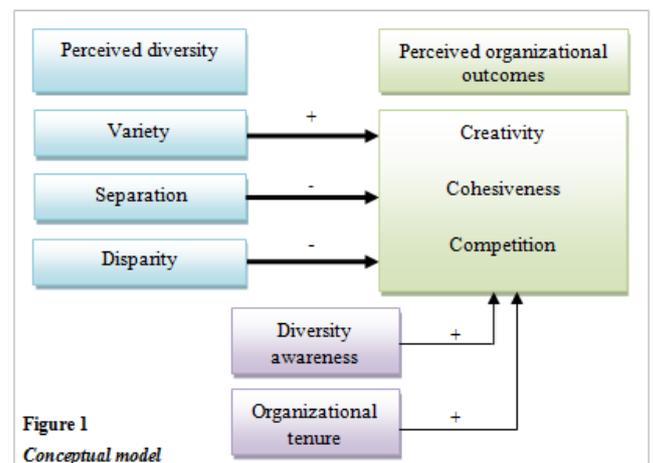
Organizational tenure is the amount of years employees work for their organization (Lawrence, 1997). According to Lawrence (1997), demographic variables such as age, tenure, gender, and education seem likely to produce distinct organizational outcomes. One can thus argue that these variables could have been interesting independent control variables within this research. Yet, demographic studies frequently treat such variables as an overall diversity measure without theoretical development of the potentially distinct outcomes (Lawrence, 1997). Because of that, it is hard to find evidence for effects

of specific demographic variables on organizational outcomes. However, evidence for the effect of organizational tenure on organizational outcomes has been found by Lawrence (1997). As an employee's organizational tenure increases, the employee gets to know more people and is therefore likely to communicate more frequently with people within the group, leading among other things to increased cohesiveness and decreased competition (Lawrence, 1997). Other support for this effect is given by Harrison et al. (1998). The greater the average individual organizational tenure within work groups, the more employees learn deeper-level information about one another (Harrison et al., 1998). Under these conditions interpersonal interactions allow for more accurate and less stereotypical exchanges as group members get to know each other over time whereupon positive organizational effects arise, such as increased group cohesiveness (Harrison et al., 1998). Thus, when people work longer for an organization, organizational outcomes are perceived more positively than when people work less long for an organization (Harrison et al., 1998; Lawrence, 1997).

With discussing diversity awareness and organizational tenure, all central concepts of this research were described. In the following two paragraphs all concepts are visualized in a conceptual model and translated into hypotheses, which clarifies how the research aim and research question were studied.

2.8 Conceptual model

The discussed independent variables variety, separation, and disparity, dependent variables creativity, cohesiveness, and competition, and independent control variables diversity awareness and organizational tenure are visualized in Figure 1. Perceived diversity as variety was expected to affect all three organizational outcomes positively resulting in positive outcomes, while perceived diversity as separation and disparity were expected to affect all three organizational outcomes negatively resulting in



negative outcomes. In addition, diversity awareness and organizational tenure were expected to affect the perceived organizational outcomes positively resulting in positive outcomes.

2.9 Hypotheses

Based on the central concepts illustrated in the conceptual model, 11 hypotheses were formed. The hypotheses were meant to be tested with two studies; hypotheses 1 to 6 with the perceived diversity study (questionnaire) and hypotheses 7 to 11 with the manipulated perceived diversity study (experiment). The first study was necessary to examine the assumed relationships and effects regarding the independent (control) and dependent variables. The second study should have

complemented the first one because inferences related to an experimental design combined with a survey design have even more credibility than inferences from only a survey design (Bryman, 2004).

2.9.1 Hypotheses of the perceived diversity study

H1: Diversity is perceived as the three components variety, separation, and disparity.

H2: (a) The more participants perceive diversity as variety the more they perceive organizational outcomes positively than negatively (b) also after controlling for perceiving diversity as separation, perceiving diversity as disparity, diversity awareness, and organizational tenure.

H3: (a) The more participants perceive diversity as separation the more they perceive organizational outcomes negatively than positively (b) also after controlling for perceiving diversity as variety, perceiving diversity as disparity, diversity awareness, and organizational tenure.

H4: (a) The more participants perceive diversity as disparity the more they perceive organizational outcomes negatively than positively (b) also after controlling for perceiving diversity as variety, perceiving diversity as separation, diversity awareness, and organizational tenure.

H5: The more participants are aware of diversity the more they perceive organizational outcomes positively than negatively.

H6: The longer participants work for the organization the more they perceive organizational outcomes positively than negatively.

2.9.2 Hypotheses of the manipulated perceived diversity study

H7: (a) Participants who are manipulated to perceive diversity as variety perceive the organizational outcomes more positively than participants who are not manipulated (b) also after controlling for diversity awareness and organizational tenure.

H8: (a) Participants who are manipulated to perceive diversity as separation perceive the organizational outcomes more negatively than participants who are not manipulated (b) also after controlling for diversity awareness and organizational tenure.

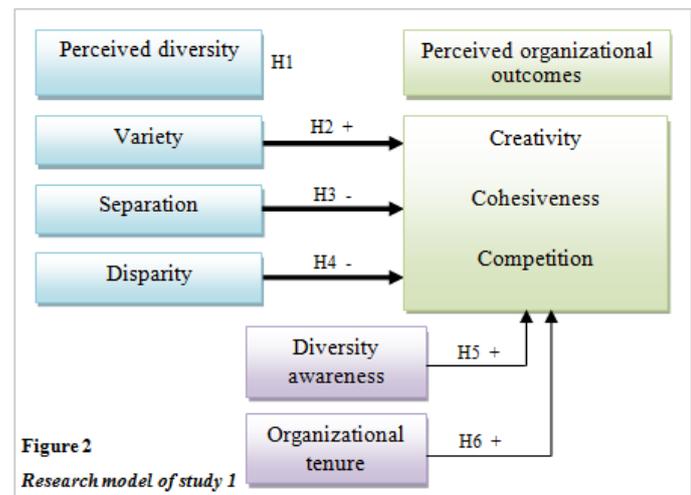
H9: (a) Participants who are manipulated to perceive diversity as disparity perceive the organizational outcomes more negatively than participants who are not manipulated (b) also after controlling for diversity awareness and organizational tenure.

H10: The more participants who are manipulated as well as participants who are not manipulated are aware of diversity the more they perceive organizational outcomes positively than negatively.

H11: The longer participants who are manipulated as well as participants who are not manipulated work for their organization the more they perceive organizational outcomes positively than negatively.

3 METHOD OF THE PERCEIVED DIVERSITY STUDY

This section describes the methodological approach of the perceived diversity study (study 1) which is needed to answer the first six hypotheses. Figure 2 represents the research model of this first study in which the hypotheses are visualized. This section is focusing on the used research design and strategy followed by the sample size and population, research instrument, operationalization and measurement of the central concepts, data collection, and data processing and analysis of this study.



3.1 Research design and research strategy

The main research strategy of the study was a questionnaire employing a survey design whereby data were collected at a single point in time (Bryman, 2004). With the questionnaire the relationships and effects regarding the independent (control) and dependent variables were examined.

3.2 Sample size and population

Earlier was illustrated that diversity is especially important in the leisure industry. Because it was impossible to examine the whole leisure industry, the research sample was restricted to employees of one leisure organization. This leisure organization retails products usable for several outdoor leisure activities to consumers via their stores in the Netherlands and is one of largest retailers in its branch. The organization gave permission to approach 217 employees working at nine stores in the southern and middle part of the Netherlands. The research sample offered a good representation of the population which are employees working at leisure organizations, for several reasons. First, this organization has a heterogeneous workforce consisting of employees who were differently aged, students, part-timers, full-timers, differently educated, et cetera. Second, employees represented different large cities. Finally, the employees served a quite diverse group of customers through which they were familiar with the increasingly heterogeneous market of the leisure industry (Jackson & Alvarez, 1992)

3.3 Research instrument

With a fellow student (Wendy Stigter) who also studied organizational diversity in the leisure industry, data was partly collected together with one research instrument. All participants filled in a questionnaire with 78 items of which 52 items were used for this study (see Appendix I). This questionnaire was based on two individually made item-lists related to organizational diversity.

Besides the main subject, only the 12 items on perceived diversity (see part 3 in Appendix II) were the same in both item-lists. Before the questionnaire (see Appendix II) was distributed among employees, it was pre-tested on different people working in organizations to ensure that the instructions and items were clearly formulated and translated well. With this pre-test, items were made more valid because the adaptations contributed to the consensus between the measurement of the items and what they were designed to measure (Van Assen, 2007).

3.4 Operationalization and measurement of the central concepts

The operationalization and measures of the central concepts mentioned in section 2 and graphed in Figure 2 are explained in this paragraph and also illustrated in Appendix II and III; Appendix II shows how the used variables were translated in Dutch and included in the questionnaire and Appendix III presents the used existing scales, its items, and its reliability in previous studies.

Perceived diversity. Perceived diversity as variety, as separation, and as disparity were all three measured with two scales which were the perceived diversity scale and the perceived diversity-in-workplace scale. First, the perceived diversity scale consisted of the 3-item perceived diversity as variety, as separation, and as disparity scales extracted from a questionnaire on diversity in organizations (Garib, 2010) (see Appendix III). Important to mention is that Garib (2010) indicated low scale reliability of the 3-item separation scale and recommended to add three more items to this scale, through which the separation scale became a 6-item scale. Second, perceived diversity as variety, as separation, and as disparity in the workplace of the participants were with slight adaptation (see Appendix II) also measured with the existing perceived diversity scales of Garib (2010).

Perceived organizational outcomes. First, the perceived organizational outcome creativity was measured with the 3-item outcome creativity scale (Wilkins & London, 2006) (see Appendix III). Second, the perceived organizational outcome cohesiveness was measured by the 6-item group cohesiveness scale of Podsakoff, Niehoff, MacKenzie, and Williams (1993) (see Appendix III). Third, the perceived organizational outcome competition was measured by the 4-item subscale competition influenced by coworkers originally on a 5-point Likert scale (Fletcher & Nusbaum, 2010) (see Appendix III) which was in this research adapted to a 7-point Likert scale, similar to the Likert scale of the other variables. Important to mention is that in comparison with the original organizational outcome items presented in Appendix III, the Dutch translation of some organizational outcome items differ on the term used to refer to a group of people as a result of the held pre-test (see Appendix II).

Diversity awareness. A new scale was created to measure diversity awareness because no suitable diversity awareness scale existed. The developed scale had four items (see Appendix II) comprised of statements based on articles of Cox, (2001), Cox and Blake (1991), and Roberson et al. (2003). Their work was used because they described clearly what diversity awareness means and when people are actually aware of diversity, in consensus to what had to be measured in this research.

Organizational tenure. One item was used to collect information about the amount of years employees worked for their organization.

Sociological background information. The item organizational tenure was along with gender, age, job function, and education level used to collect background information of the research sample.

General diversity. To measure if participants perceived any differences at all within their workforce, two items were extracted from the questionnaire of Garib (2010) (see Appendix III).

Organizational diversity check. To gather information on participants' experiences with diversity in their organization, two items were self-edited (see Appendix II) and two items were extracted from the questionnaire of Garib (2010) (see Appendix III). These four items were used as an extra check on the assumed link between perceived diversity and perceived organizational outcomes.

3.5 Data collection

Before the stores were visited, the nine store managers were informed about the research and the date of the visit. To make sure that the managers and employees had the time to hear about the details of the research and to already fill in some questionnaires, the nine stores were visited on two weekdays instead of the weekends. When visiting the stores, together with Wendy Stigter, research was explained in person, the printed questionnaires were handed out, instructions for the store manager and employees were given, and envelopes were distributed to return the questionnaires by internal post within two weeks. Moreover, since it was impossible to visit all nine stores with the regional manager, four were visited with him to get more authority and to increase employees' response. Finally, 104 completed questionnaires were gathered, which corresponded with a required minimal response of 100 employees to generalize the results to the entire population (Pallant, 2005). The reached response rate of 48% could have even been higher if not approximately half of the employees were standby employees.

3.6 Data processing and analysis

Only the analytical techniques used to test the hypotheses are discussed in this paragraph. The analyses and statistical steps used prior to hypothesis testing, such as scale reliability, validity, and checking assumptions, are illustrated in Appendix IV. To test hypotheses 1 to 6, the following statistical analyses were used: Hypothesis 1: two confirmatory factor analyses in AMOS (Bollen & Long, 1993); Hypotheses 2a, 3a, 4a, 5, and 6: for each hypothesis three bivariate correlation analyses with Pearson's product-moment correlation coefficients in SPSS (Field, 2005; Pallant, 2005); Hypotheses 2b, 3b, and 4b: for each hypothesis three hierarchical multiple regression analyses in SPSS (Field, 2005; Pallant, 2005). In addition, the independent variables were for hypotheses 2 to 4 only measured with the perceived diversity-in-workplace scales because these were similar to the dependent variables measured in relation to participants' own workplace.

4 RESULTS OF THE PERCEIVED DIVERSITY STUDY

This section presents the results of the perceived diversity study discussed in three separate paragraphs. The first paragraph presents a description of the research sample, the general results are described in the second paragraph, and the last paragraph gives a description and interpretation of the results regarding hypotheses 1 to 6.

4.1 Description of the research sample

The total sample contained 104 respondents of which 64% ($N=66$) were men and 36% ($N=38$) were women. 85% ($N=88$) of the participants were branch employees, 7% ($N=7$) were assistant branch managers, 6% ($N=6$) were branch managers, and 2% ($N=3$) had another management function. They ranged in age from a minimum of 19 to a maximum of 50 years, with an average age of 30 years ($SD=7.82$). Moreover, the employees ranged in organizational tenure from a minimum of 1 to a maximum of 21 years, with an average organizational tenure of 3.78 years ($SD=4.07$). Furthermore, with reference to the Dutch education system 25% ($N=26$) of the respondents had at the most a secondary education, 1% ($N=1$) had “LBO”, 30% ($N=31$) had “MBO”, 28% ($N=29$) had “HBO”, 11% ($N=12$) had a university Bachelor’s degree, and 5% ($N=5$) had a university Master’s degree.

4.2 Description of the general results

First, the final 11 used scales, after checking scale reliability as mentioned in Appendix IV, are along with the amount of items and reliability coefficients of at least .60 boldly displayed in Table A1. According to Kline (1999), values below .70 are realistic when dealing with psychological constructs such as perceived diversity. Second, construct validity was inspected as described by Appendix IV. Because the items of each scale loaded highest on their own scale and the items for each scale were convergently and divergently valid, evidence was provided for a valid internal structure as well as a valid nomological network (Van Assen, 2007). Furthermore, the construct domain of the concepts was ensured based on the explained theory in section 2 and the studies including the original scales presented in Appendix III (Van Assen, 2007). Third, some other interesting and important general results are discussed before explaining the hypotheses. Through relatively high mean scores the participants pointed out that there were differences among employees in their organization ($M=5.47$, $SD=1.35$) and that they worked with colleagues who differ ($M=5.86$, $SD=1.19$). Moreover, to give an idea as to how participants scored on the independent and dependent variables, the means of these scores are displayed in Table A2. Finally, from the fairly high mean score on the organizational diversity check scale it appeared that the respondents were positive about organizational diversity in their workforce ($M=5.61$, $SD=0.98$).

4.3 Description and interpretation of the hypotheses

In this paragraph the tested hypotheses are given along with the used statistical analysis and its results, whereupon the hypotheses were confirmed or rejected. Additionally, when interpreting the results it is important to realize that cohesiveness and creativity are positive organizational outcomes and that competition is a negative outcome.

Hypothesis 1 predicted that diversity is perceived as the three components variety, separation, and disparity. To test this hypothesis, two confirmatory factor analyses were done; one on the three scales of perceived diversity and one on the three scales of perceived diversity-in-workplace to assess the fit of both models. First, the model fit of perceived diversity was analyzed. Because the correlations between the diversity types were moderate and large, the relative chi-square was, according to Bollen and Long (1993), a better estimation of model fit than the chi-square value and showed the model being an adequate fit (see model 1 in Table A3). According to the conditions regarding fit indices indicating model fit, which are displayed in the “note-section” of Table A3, other alternative measures of fit also indicated that this model was a good fit of the data (see boldly displayed figures concerning model 1 in Table A3) (Bollen & Long, 1993). At first sight, hypothesis 1 should be confirmed. However, before final conclusions on this hypothesis were drawn the model fit of perceived diversity-in-workplace was analyzed. When looking at the relative chi-square (see model 2 in Table A3) because of moderate and large correlations between the diversity types, the model proved to be an adequate fit along with almost all other fit indices (see boldly displayed figures concerning model 2 in Table A3), after which hypothesis 1 was confirmed.

Hypothesis 2 (a) assumed that the more participants perceive diversity as variety the more they perceive organizational outcomes positively than negatively (*b*) also after controlling for perceiving diversity as separation, perceiving diversity as disparity, diversity awareness, and organizational tenure. To test *hypothesis 2a*, the three relationships were investigated through three bivariate correlation analyses. Because there was a moderate, positive correlation between variety and creativity ($r=.31, p<.001$) and a small, positive correlation between variety and cohesiveness ($r=.17, p<.05$), the hypothesis was confirmed for the outcomes “creativity” and “cohesiveness”. This means that higher scores on perceived diversity as variety were associated with higher scores on cohesiveness and creativity. Table A2 shows that due to a non-significant correlation between variety and competition the hypothesis was rejected for “competition”. Finally, hypothesis 2a was confirmed for the outcomes “creativity” and “cohesiveness” but not for the outcome “competition”. To test *hypothesis 2b*, three hierarchical multiple regression analyses were necessary. With controlling for perceiving diversity as separation, perceiving diversity as disparity, diversity awareness, and organizational tenure, perceived variety was positively predictive for creativity ($\Delta R^2=.12, \beta=.38, p<.001$) and for cohesiveness ($\Delta R^2=.11, \beta=.37, p<.001$), and negatively predictive for competition ($\Delta R^2=.04, \beta=-.22, p<.05$).

According to these significant β -scores, the higher people scored on perceived variety, the more they perceived organizational outcomes positively with more cohesiveness, more creativity, and less competition after controlling for the other independent variables. Finally, hypothesis 2b was confirmed for all organizational outcomes. In conclusion, based on both sub hypotheses of which hypothesis 2b was the most powerful one, hypothesis 2 was confirmed for “creativity” as well as for “cohesiveness” and “competition”. In addition, it appeared that higher scores on perceived diversity as variety were associated with being more positive about diversity due to a small, positive correlation between variety and the organizational diversity check ($r=.17, p<.05$). This is in line with the results of hypothesis 2.

Hypothesis 3 (a) predicted that the more participants perceive diversity as separation the more they perceive organizational outcomes negatively than positively (*b*) also after controlling for perceiving diversity as variety, perceiving diversity as disparity, diversity awareness, and organizational tenure. To test *hypothesis 3a*, the three relationships were investigated through three bivariate correlation analyses. Table A2 shows that due to a non-significant correlation between separation and creativity the hypothesis was rejected for “creativity”. However, the hypothesis was confirmed for the organizational outcomes “cohesiveness” and “competition” because there was a small, negative correlation between separation and cohesiveness ($r=-.21, p<.05$) and a small, positive correlation between separation and competition ($r=.20, p<.05$). This means that higher scores on perceived diversity as separation were associated with lower scores on cohesiveness and higher scores on competition. Finally, hypothesis 3a was confirmed for the outcomes “cohesiveness” and “competition” but not for the outcome “creativity”. To test *hypothesis 3b*, three hierarchical multiple regression analyses were necessary. With controlling for perceiving diversity as variety, perceiving diversity as disparity, diversity awareness, and organizational tenure, perceived separation was negatively predictive for cohesiveness ($\Delta R^2=.06, \beta=-.32, p<.01$), and not significantly predictive for competition and creativity (see β -scores of the second step of analysis 2 in Table A4). According to the significant β -score, the higher people scored on perceived separation, the more they perceived organizational outcomes negatively with less cohesiveness after controlling for the other independent variables. Finally, hypothesis 3b was confirmed for the outcome “cohesiveness” but not for the outcomes “creativity” and “competition”. In conclusion, based on both sub hypotheses of which hypothesis 3b was the most powerful one, hypothesis 3 was only confirmed for “cohesiveness” and rejected for the outcomes “creativity” and “competition”.

Hypothesis 4 (a) assumed that the more participants perceive diversity as disparity the more they perceive organizational outcomes negatively than positively (*b*) also after controlling for perceiving diversity as separation, perceiving diversity as variety, diversity awareness, and organizational tenure. To test *hypothesis 4a*, the three relationships were investigated through three bivariate correlation

analyses. Table A2 shows that due to a non-significant correlation between disparity and creativity the hypothesis was rejected for “creativity”. However, the hypothesis was confirmed for the organizational outcomes “cohesiveness” and “competition” because there was a small, negative correlation between disparity and cohesiveness ($r=-.17, p<.05$) and a moderate, positive correlation between disparity and competition ($r=.30, p<.001$). This means that higher scores on perceived diversity as disparity were associated with lower scores on cohesiveness and higher scores on competition. Finally, hypothesis 4a was confirmed for the outcomes “cohesiveness” and “competition” but not for the outcome “creativity”. To test *hypothesis 4b*, three hierarchical multiple regression analyses were necessary. With controlling for perceiving diversity as separation, perceiving diversity as variety, diversity awareness, and organizational tenure, perceived disparity was positively predictive for competition ($\Delta R^2=.08, \beta=.33, p<.01$), and not significantly predictive for cohesiveness and creativity (see β -scores of the second step of analysis 3 in Table A4). According to the significant β -score, the higher people scored on perceived disparity, the more they perceived the organizational outcomes negatively with more competition after controlling for the other independent variables. Finally, hypothesis 4b was confirmed for the organizational outcome “competition” but not for the outcomes “creativity” and “cohesiveness”. In conclusion, based on both sub hypotheses of which hypothesis 4b was the most powerful one, hypothesis 4 was only confirmed for “competition” and rejected for the outcomes “creativity” and “cohesiveness”.

Hypothesis 5 predicted that the more participants are aware of diversity the more they perceive organizational outcomes positively than negatively. The three relationships were investigated through three bivariate correlation analyses. There was a small, positive correlation between diversity awareness and creativity ($r=.21, p<.05$) and a small, negative correlation between diversity awareness and competition ($r=-.25, p<.01$), but there was no significant relationship between diversity awareness and cohesiveness (see Table A2). This means that higher scores on diversity awareness were associated with higher scores on creativity and lower scores on competition. Finally, hypothesis 5 was confirmed for “creativity” and “competition” but not for “cohesiveness”.

Hypothesis 6 predicted that the longer participants worked for their organization the more they perceive organizational outcomes positively than negatively. The three relationships were investigated through three bivariate correlation analyses. However, none of the coefficients between organizational tenure and creativity, cohesiveness, or competition were significant (see Table A2) whereupon hypothesis 6 was rejected for all organizational outcomes. Finally, there was a small, positive correlation between organizational tenure and diversity awareness ($r=.17, p<.05$), which means that higher scores on organizational tenure were associated with higher scores on diversity awareness.

5 CONCLUSIONS OF THE PERCEIVED DIVERSITY STUDY

In this section the main conclusions of the perceived diversity study are presented. The first three paragraphs discuss the conclusions related to the six hypotheses followed by a formulated answer to the research question in the fourth paragraph. Finally, a reflection on the research aim is given in the fifth paragraph.

5.1 Diversity as variety, separation, and disparity?

Hypothesis 1 confirmed that diversity was perceived as the three components variety, separation, and disparity. Hence, Harrison and Klein's (2007) notion, that diversity is approachable from the three perspectives variety, separation, and disparity, is supported. One can thus argue that with examining the composition of a diverse workforce, the typologies of Harrison and Klein (2007) certainly exist.

5.2 Variety, separation, and disparity in relation to organizational outcomes

The typologies of Harrison and Klein (2007) proved to be usable for examining the influence of diversity on organizational outcomes. From hypothesis 2 it appeared that variety had a positive influence on organizational outcomes and hypotheses 3 and 4 clarified that both separation and disparity had a negative influence on organizational outcomes. It turned out that each organizational outcome was most important for explaining the effects of a particular diversity type: (decreased) cohesiveness for separation, (increased) competition for disparity, and (increased) creativity (see relating correlations and beta-scores in Table A2 and A4) for variety, which is in accordance with the selection process of the organizational outcomes in paragraph 2.5. These three relationships have proven to be extra important in the conceptual model. In addition, the outcomes cohesiveness and competition appeared to be the most usable ones in relation to the diversity types. Cohesiveness and competition were namely related to all three diversity types while creativity was only concerned with variety, according to the results of the different sub hypotheses in paragraph 4.3. One may argue that creativity is on the one hand not enough related to differences in attitudes, beliefs, and values, and on the other hand to differences in power, status, and salary.

Now that it has been clarified that some organizational outcomes and some relationships between the diversity types and the outcomes are more important than others, it is interesting to note if this study also gathered more evidence for a specific diversity type. In comparison with disparity and separation, variety is the diversity type that deserves the most attention within the conceptual model because the positive influence of variety is more emphasized than the negative influence of disparity and separation. First of all, the three organizational outcomes were all only positively related to variety and they were not all negatively related to separation and disparity. Moreover, employees were according to the organizational diversity check more positive about diversity when they perceived it more as variety while they were not more negative about diversity when they perceived it more as

separation or disparity. Finding the strongest evidence for the diversity type which interprets diversity positively is interesting, comforting, and stimulating for organizations in the leisure industry who deal with an increase of diverse employees and the importance of creating a diverse work team (Jackson & Alvarez, 1992; Raaijmakers, 2008). However, this result does not indicate that separation and disparity are less usable typologies than variety. These two types also provide important information regarding organizational diversity, especially concerning which particular aspects of diversity cause negative consequences for organizations. Yet, these disparity and separation aspects need not be instantly avoided in work teams because employees perceived diversity positively while they perceived it mostly as variety but also as separation and disparity.

5.3 Diversity awareness and organizational tenure in relation to organizational outcomes

First, hypothesis 5 showed that the assumed positive relationship of diversity awareness with organizational outcomes was true for creativity which increased and competition which decreased. The revealed relationships fit with the earlier presented theoretical argumentation of Cox and Blake (1991) and were illustrated well by the conceptual model. Moreover, these results indicated that creating diversity awareness among varied workforces is an interesting option for leisure organizations to (better) manage employee diversity. In addition, not finding a relationship between diversity awareness and cohesiveness could be a consequence of a not optimal operationalization of diversity awareness. Second, in contrast with the theoretical assumptions of paragraph 2.7, it appeared from hypothesis 6 that the assumed positive relationship of organizational tenure with the organizational outcomes failed to occur. The limited distribution of organizational tenure for the greater part of the employees could be the cause for not finding any relationship; 74% ($N=77$) of the employees only worked four years or less in the organization. Despite these results, it could be concluded that organizational tenure is of added value for diversity research because it was positively related with diversity awareness. One may conclude that employees with a relatively high tenure should need less diversity awareness training than employees with a low tenure.

5.4 Reflection on the research question

Within this paragraph an answer is formulated to the research question earlier presented in paragraph 1.2: *'How is diversity perceived by employees working at a leisure organization (focused on outdoor leisure activities) and what are the effects of perceived diversity on the organizational outcomes creativity, cohesiveness, and competition?'* The employees perceived employee diversity in their organization as three different types: mostly as variety, less as separation, and fewer as disparity. Furthermore, the revealed effects were the following: perceived variety had a positive influence on organizational outcomes resulting in increased creativity, increased cohesiveness, and decreased competition; perceived separation had a negative influence on organizational outcomes resulting in decreased cohesiveness; and perceived disparity also had a negative influence on organizational

outcomes resulting in increased competition. The effects are in accordance with the Information-decision making perspective (Williams & O'Reilly, 1998), Social categorization/identification perspective (Williams & O'Reilly, 1998), Distributive justice theory (Deutsch, 1975), and the assumptions of Harrison and Klein (2007). Moreover, diversity is indeed a “double-edged sword” (Milliken & Martins, 1996) because the effects proved that disparity and separation approach diversity negatively while variety approaches diversity positively. However, the latter seems to be the most important side of the sword because strongest evidence was found towards variety, which is in contrast to what was seen in the theoretical discussion of diversity within paragraph 2.3.

5.5 Reflection on the research aim

Based on the answered research question, a reflection is given on the research aim earlier presented in paragraph 1.2: *‘Gain insight into how diversity and organizational outcomes are being perceived by employees working at a leisure organization (focused on outdoor leisure activities) and test Harrison and Klein’s (2007) three diversity types and the effects of the diversity types on the organizational outcomes.’* The diversity types of Harrison and Klein (2007) have proven to be very useful for approaching diversity in leisure organizations because diversity was indeed perceived as variety, separation, and disparity. Furthermore, the typologies have also proven to be valuable to address at least the most important effects of employee diversity on organizational outcomes: variety on creativity, separation on cohesiveness, and disparity on competition. Thus, because this study provided empirical evidence regarding all three the typologies of Harrison and Klein (2007) and the effects of the diversity types on leisure organizations, the diversity typologies are together of valuable use for theorists, researchers, and organizations to better understand and manage diversity. Moreover, this study clarified the value for organizations when employees are aware of co-workers’ differences, which makes diversity awareness an interesting concept for organizations and the scientific field. Finally, by reflecting the conceptual model of this research the following is important: the significant effects and relationships between the concepts were correctly illustrated; the organizational outcomes should be displayed separately like the diversity types because the outcomes (i.e., creativity) did not occur for each diversity type; including diversity awareness in the model adds value to the research because of its usability in managing and embracing diversity; the value of organizational tenure like illustrated in this model can just be judged when it is measured with a sample that varies sufficiently in organizational tenure; and a relationship could be illustrated between diversity awareness and organizational outcomes.

6 METHOD OF THE MANIPULATED PERCEIVED DIVERSITY STUDY

This section describes the methodological approach of the manipulated perceived diversity study (study 2) by discussing the same topics as in section 3. This approach is required to answer the last five hypotheses as visualized in Figure 3.

6.1 Research design and research strategy

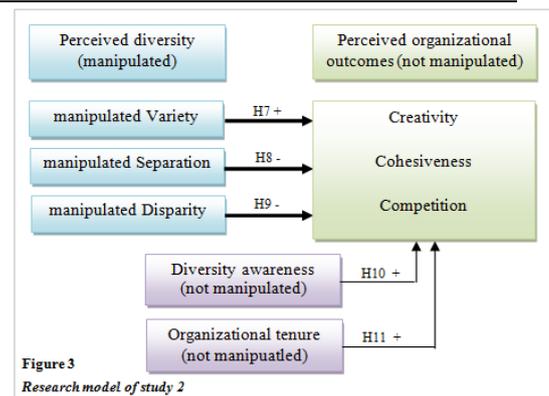
The research strategy covered a psychological experiment in combination with a questionnaire. The latter employs again a survey design combined with an experimental between-participants posttest-only design (Christensen, 2007). This randomized experiment was established on three experimental groups and a control group with different participants for the four conditions perceiving diversity as variety, as separation, as disparity, or no manipulation. The dependent variables were only measured once with a questionnaire after the experimental treatment of reading a text which manipulated the independent variable variety, separation, or disparity, to examine if treatment changed the perceived organizational outcomes (Christensen, 2007). Based on Figure 3, the variables diversity awareness and organizational tenure were measured before experimental treatment (Pallant, 2005).

6.2 Sample size and population

Due to the following reasons practicability of this second study was to some extent restricted. First, not having relevant contacts within the research field takes more time to get a leisure organization to cooperate. Second, as a student doing own research it is hard to convince an organization to participate in an experiment. Third, less time is left to actually accomplish the experiment because arrangements like guaranteeing employees' privacy take a lot of effort. Because of these restrictions in the organizational field, 100 students who studied different masters and bachelors at Tilburg University were randomly selected for the experiment with the only selection criterion that they had a (part time) job in an organization. In addition, students are used widely for experiments in social science because they are cooperative and follow instructions well (Hampton, 1979). This sample was representative for the population because the participated students were also employees with mostly part-time jobs in leisure organizations, such as restaurants and pubs. Moreover, students are a heterogeneous group of people similarly to employees in (leisure) organizations.

6.3 Research instrument

All participants of the experiment received a questionnaire with or without a text agreeing with the experimental condition they were in, leading to four different versions of the questionnaire (see



Appendix V and VI). Before the experiment was conducted among students, the four versions of the questionnaire were pre-tested among students to ensure that the instructions and items were clearly formulated, the items were translated well, and the texts were clear and readable. With this pre-test, items were made more valid because the adaptations contributed to the consensus between the measurement of the items and what they were designed to measure (Van Assen, 2007).

6.4 Operationalization and measurement of the central concepts

Information discussed in paragraph 3.4 was also applicable for study 2, with the exception of the following. A first main exception was that only the perceived diversity-in-workplace scales were incorporated in this study to measure diversity because they functioned as a sufficient manipulation check. Besides, these scales were similar to the perceived organizational outcomes measured by perceptions related to employees' own workplace. Another main exception was the use of a control question to check if participants actually read the manipulating text (see Appendix VI).

6.5 Data collection

To reach 100 students for the experiment, students were approached in the general lunchroom Mensa of Tilburg University at lunchtime on different days. First, students were randomly selected by approaching every third table from the left. Next, students were asked if they had a (part time) job within an organization. When they met this criterion, students were requested to take 10 minutes to fill in a questionnaire, not telling it was an experiment regarding diversity. Students were without their knowledge randomly assigned to one of the four experimental conditions by numbering them clockwise, which is known as a single-blind experiment (Jackson, 2009). Ultimately, there were four groups of 25 students in order to compare data. These amounts were based on the usual sample size of 20 to 30 participants for each condition (Jackson, 2009). Because the answers of seven respondents on the control question did not correspond with the content of the read text, these seven respondents were deleted from the dataset. Finally, four evenly spread groups of N=25, N=21, N=23, and N=24 remained whereby the smallest group was still at least 20% of all responses (Field, 2005).

6.6 Data processing and analysis

Only the analytical techniques used to check if the manipulation had succeeded and to test the hypotheses are discussed in this paragraph. Other used analyses are illustrated in Appendix IV. First, to conclude if the manipulation had succeeded, one-way analysis of variance with planned contrasts was used in SPSS (Field, 2005). Second, to test hypotheses 7 to 11, the following statistical analyses should have been used (Field, 2005; Pallant, 2005): Hypotheses 7a, 8a, 9a: for each organizational outcome an one-way analysis of variance in SPSS, all three analyses needed for each hypothesis; Hypotheses 7b, 8b, 9b: for each hypothesis three multiple regression analyses in SPSS; Hypotheses 10 and 11: for each hypothesis three bivariate correlation analyses in SPSS (Field, 2005; Pallant, 2005).

7 RESULTS OF THE MANIPULATED PERCEIVED DIVERSITY STUDY

This section presents the results of the second study. Because there were no significant differences in the manipulated perceived diversity variables between the experimental groups and the control group, hypotheses 7 to 11 could unfortunately not be tested. Nevertheless, the gathered data was used to test again (sub)hypotheses 1 to 6. The following paragraphs present a description of the research sample, general results, manipulation check, and results related to the hypotheses.

7.1 Description of the research sample

As mentioned in paragraph 6.5 the final sample contained 93 students of Tilburg University of which 59% ($N=55$) were women and 41% ($N=38$) were men. They ranged in age from a minimum of 18 to a maximum of 30 years with an average age of 21 years ($SD=2.10$). Next to it, 75% ($N=70$) worked in a leisure organization, 13% ($N=12$) had a study-related job in economical or law organizations, and 12% ($N=11$) had jobs in other kinds of organizations. Furthermore, 92% ($N=86$) worked on non-management levels and 8% ($N=7$) worked on management levels. Moreover, the participants ranged in organizational tenure from a minimum of 1 to a maximum of 10 years, with an average organizational tenure of 2.87 years ($SD=2.27$). For information on specific job functions, organization/work group size, and study related information see Table B1 and Table B2.

7.2 Description of the general results

First, the final eight used scales, after checking scale reliability as mentioned in Appendix IV, are along with the amount of items and reliability coefficients of at least .60 boldly displayed in Table B3. Second, construct validity was inspected as described by Appendix IV. The internal structure and construct domain of the concepts were valid, based on the same reasons as discussed in paragraph 4.2 (Van Assen, 2007). Moreover, the nomological network was ensured for almost all scales because the items of the scales were convergently and divergently valid (Van Assen, 2007). However, two items of the disparity-in-workplace scale were not convergently valid because these items did not correlate relatively high with their own scale based on the quite low corrected item-total correlations. Finally, some other interesting and important results are discussed before explaining the hypotheses. To give an idea as to how participants scored on the independent as well as the dependent variables, the means of these scores are displayed in Table B4. It is quite remarkable that the mean scores of the perceived diversity-in-workplace scales were all three in the range of 5.19 and 5.26. Although these scores seem to indicate with inspecting their inter-correlations in Table B4 that the three scales measure a covering construct like diversity in general, this was with inspecting construct validity proven not to be the case. Furthermore, law students scored higher on perceived disparity than the other students ($M=5.80$ vs. $M=5.11$, $p<.05$). Moreover, from the relatively high mean score on the organizational diversity check scale it appeared that the respondents were positive about organizational diversity ($M=5.22$, $SD=0.89$).

Additionally, higher scores on separation and disparity were associated with being more positive about diversity due to a moderate, positive correlation between disparity and the check variable ($r=.34$, $p<.001$) and a small, positive correlation between separation and the check variable ($r=.24$, $p<.01$).

7.3 Description of the manipulation check

The questionnaire of this study included the independent variables variety-in-workplace, separation-in-workplace, and disparity-in-workplace to measure if the manipulation had succeeded. When each experimental group scored significantly higher on the manipulated independent variable than the control group, the manipulation was successful (Field, 2005). However, planned comparisons in a one-way analysis of variance showed that there were small non-significant differences between the scores on the manipulated independent variable of each experimental group compared to the control group, as illustrated in Tables B5 to B7. Non-significant differences were still the case when the alpha was adjusted to a cut-off of .10 or .15, recommended because the groups were not that large (Pallant, 2005). Because the experiment did not succeed, hypotheses 7 to 11 could not be tested. However, the on correlation based hypotheses 1, 2a, 3a, 4a, 5, and 6 of study 1 were analyzed because the four groups could be aggregated into one group. This was possible and valid because non-significant differences in the independent variables between groups at all indicated that reading texts or not reading one had no significant different influence on the scores of the perceived diversity variables.

7.4 Description and interpretation of the hypotheses

In this paragraph the tested hypotheses 1, 2a, 3a, 4a, 5, and 6 are given along with the used statistical analysis and its results, whereupon the hypotheses were confirmed or rejected. Additionally, when interpreting the results it is important to realize that cohesiveness and creativity are positive organizational outcomes and that competition is a negative outcome.

Hypothesis 1 predicted that diversity is perceived as the three components variety, separation, and disparity. To test this hypothesis, a confirmatory factor analysis was done on the three perceived diversity-in-workplace scales to assess model fit. When looking at the relative chi-square because of moderate and large correlations between the diversity types, the model was being an adequate fit (see Table B8). However, based on the conditions of fit indices indicating model fit, which are displayed in the “note-section” of Table B8, all other alternative measures of fit indicated that the model did not fit (see non-bold figures in Table B8) (Bollen & Long, 1993). Finally, hypothesis 1 was rejected.

Hypothesis 2a assumed that the more participants perceive diversity as variety the more they perceive organizational outcomes positively than negatively. The three relationships were investigated through bivariate correlation analyses. Because, there was a small, positive correlation between variety and creativity ($r=.25$, $p<.01$), the hypothesis was confirmed for “creativity”. Thus, higher scores on

perceived diversity as variety were associated with higher scores on creativity. Table B4 shows that due to non-significant correlations between variety and the outcomes cohesiveness and competition the hypothesis was rejected for “cohesiveness” and “competition”. Finally, hypothesis 2a was confirmed for the outcome “creativity” but not for the outcomes “competition” and “cohesiveness”.

Hypothesis 3a predicted that the more participants perceive diversity as separation the more they perceive organizational outcomes negatively than positively. The three relationships were investigated through bivariate correlation analyses. Table B4 shows that due to a non-significant correlation between separation and creativity the hypothesis was rejected for “creativity”. But, the hypothesis was confirmed for “cohesiveness” and “competition” due to a small, negative correlation between separation and cohesiveness ($r=-.17, p<.05$) and a small, positive correlation between separation and competition ($r=.20, p<.05$). So, higher scores on perceived diversity as separation were associated with lower scores on cohesiveness and higher scores on competition. Finally, hypothesis 3a was confirmed for the outcomes “cohesiveness” and “competition” but not for the outcome “creativity”.

Hypothesis 4a assumed that the more participants perceive diversity as disparity the more they perceive organizational outcomes negatively than positively. The three relationships were investigated through bivariate correlation analyses. Because there was a small, positive correlation between disparity and competition ($r=.19, p<.05$) this hypothesis was confirmed for “competition”. So, higher scores on perceived diversity as disparity were associated with higher scores on competition. But, due to non-significant correlations between disparity and the outcomes cohesiveness and creativity (see Table B4), the hypothesis was rejected for “cohesiveness” and “creativity”. Finally, hypothesis 4a was confirmed for the outcome “competition” but not for the outcomes “creativity” and “cohesiveness”.

Hypothesis 5 predicted that the more participants are aware of diversity the more they perceive organizational outcomes positively than negatively. The three relationships were investigated through bivariate correlation analyses. Table B4 shows that due to non-significant correlations between diversity awareness and the outcomes creativity and competition, the hypothesis was rejected for “creativity” and “competition”. However, the hypothesis was confirmed for “cohesiveness” due to a small, positive correlation between separation and cohesiveness ($r=.23, p<.05$). So, higher scores on diversity awareness were associated with higher scores on cohesiveness. Finally, hypothesis 5 was confirmed for the outcome “cohesiveness” but not for the outcomes “creativity” and “competition”.

Hypothesis 6 predicted that the longer participants worked for their organization the more they perceive organizational outcomes positively than negatively. However, correlation analyses showed that neither coefficient between organizational tenure and creativity, cohesiveness, or competition was significant (see Table B4). Finally, hypothesis 6 was rejected for all organizational outcomes.

8 CONCLUSIONS OF THE MANIPULATED PERCEIVED DIVERSITY STUDY

This section presents the main conclusions of the manipulated perceived diversity study. In paragraph 8.1 to 8.3 conclusions concerning the six (sub)hypotheses are given followed by an answer to the research question and research aim in paragraph 8.4 and 8.5. Finally, paragraph 8.6 reflects on why the manipulation did not succeed.

8.1 Diversity as variety, separation, and disparity?

Hypothesis 1 rejected that diversity was perceived as the three components variety, separation, and disparity. The most important cause of why the model of hypothesis 1 did not fit the data was the relatively low scale reliability of .60 of disparity-in-workplace due to the quite low item-total correlations. This statement was supported by a confirmatory factor analysis on only the scales of separation and variety in the workplace. That model was actually a good fit of the data. Thus, to research organizational diversity as completely as possible, it is wise to incorporate separation and variety into the conceptual model. Disparity is from a theoretical point of view a valuable third diversity type but its operationalization needs to be reconsidered first. Based on the discussed results, the notion of Harrison and Klein (2007) to classify diversity into three types is largely supported.

8.2 Variety, separation, and disparity in relation to organizational outcomes

From hypotheses 2a, 3a, and 4a it turned out that each organizational outcome is most important for explaining the influence of a particular diversity type on the organization: (increased) creativity for variety, (decreased) cohesiveness (along with increased competition) for separation, and (increased) competition for disparity. These results are in accordance with the selection process of the organizational outcomes in paragraph 2.5. One may conclude that a conceptual model which only integrates these relationships would be more powerful than the present one. Moreover, it appeared that the outcome competition in relation to the diversity types deserves more attention than the other two outcomes because it was the only outcome attached to more than one diversity type; it was related with disparity and separation. Because the relationships proved that variety approaches diversity positively while disparity and separation approach diversity negatively, diversity is indeed a “double-edged sword” (Milliken & Martins, 1996). However, disparity and separation aspects should not directly be avoided in diverse work teams because the participants experienced diversity rather as something positive while they perceived diversity approximately as much as variety as separation and disparity. Furthermore, it appeared that the more employees perceived diversity as separation or disparity the more likely they perceived diversity positively instead of negatively, which was against expectation. It is possible that the participants did not experience negative aspects of separation and disparity (yet) or find such aspects not that disturbing because they only worked incidentally due to

their full-time study. Diminishing separation and disparity aspects is thus not highly necessary in leisure organizations with diverse workforces.

8.3 Diversity awareness and organizational tenure in relation to organizational outcomes

First, from hypothesis 5 it appeared that the assumed positive relationship of diversity awareness with the organizational outcomes, based on the theoretical argumentation of Cox and Blake (1991) in paragraph 2.6, was only true for cohesiveness. Though, making employees aware of diversity is more interesting for organizations if several positive outcomes emerge. Because of that, organizations with diverse workforces could profit when the research field pays more attention to the positive impact of diversity awareness and its implementation in the organizational field in order to manage diversity. More information concerning the undiscovered relationships of diversity awareness with creativity and competition could then also arise. Second, in contrast with the theoretical assumptions of paragraph 2.7, hypothesis 6 showed that the assumed positive relationship of organizational tenure with the organizational outcomes failed to occur. The limited distribution in students' organizational tenure, due to their average age of 21 years, could be the cause for not discovering any relationship. Considering this explanation, the relationships of organizational tenure illustrated by the conceptual model could not be discussed similar to the usefulness of the concept regarding diversity research.

8.4 Reflection on the research question

Within this paragraph an answer is formulated to the research question earlier presented in paragraph 1.2: *'How is diversity perceived by employees working at a leisure organization and what are the relationships between perceived diversity and the organizational outcomes creativity, cohesiveness, and competition?'* The participants perceived diversity as variety, as separation, and as disparity, all in approximately the same amount. Students probably scored relatively high on all three diversity types because organizational differences in disparity, separation, and variety were accentuated due to students' own work-related characteristics such as a young age, juvenile wages, no specific (hard) job functions, non-management jobs, and incidental jobs. Additionally, law students scored higher on perceived diversity as disparity than students from the other three study directions. According to law students' reactions within the pre-test, disparity related attributes like status, salary, and power are stressed in law students' field of study and in their business field, by which they are more conscious of disparity characteristics in a workforce. Emphasizing specific diversity characteristics in a field of study and/or business field appears to influence how diversity is perceived. Furthermore, the significant relationships were the following: perceived variety was related with increased creativity; perceived separation with decreased cohesiveness and increased competition; and perceived disparity with increased competition. These relationships are in accordance with the diversity theories discussed in paragraph 2.3, and the assumptions of Harrison and Klein (2007) explained in paragraph 2.5.

8.5 Reflection on the research aim

Based on the answered research question, a reflection is given on the research aim earlier presented in paragraph 1.2: *'Gain insight into how diversity and organizational outcomes are being perceived by employees working at a leisure organization and test Harrison and Klein's (2007) three diversity types and the relationships between the diversity types and organizational outcomes.'* Because this research provided empirical evidence regarding the typologies of Harrison and Klein (2007), all three types are jointly of interesting use for theorists, researchers, and organizations to better understand and manage diversity. First of all, the three diversity types are useful for approaching diversity in leisure organizations because diversity was actually perceived as variety and separation, and probably also as disparity when the operationalization of this concept is revised. Moreover, the typologies are valuable for addressing at least the most important relationships of employee diversity with organizational outcomes within the leisure industry: variety with creativity, separation with cohesiveness, and disparity with competition. Furthermore, this study clarified the value of diversity awareness for managing differences in leisure organizations, which makes it an interesting concept for organizational management and the research field. For a final reflection on the conceptual model, reference is made to paragraph 5.5 because those conclusions are except for the last line in accordance with this study.

8.6 Reflection on the failed manipulation

This final paragraph reflects on why the manipulation of the three experimental groups did not turn out the way it was planned. First of all, from the answered control questions it occurred that all three texts were still not enough pointed to one diversity type because only a very small amount of students picked out the aspects specifically related to variety, separation, or disparity. Second, the location where students were approached made the processing of the texts and questionnaire possibly harder. At lunchtime the Mensa is quite a noisy place, which may have disturbed students' concentration. Moreover, not actually being in a work situation required more capacity of experience regarding the questions and texts. Third, the work-related characteristics of students, aforementioned in paragraph 8.4, accentuated differences in all three diversity types within the workforce. Because of that, diversity was probably not mainly perceived as the manipulated diversity type. Finally, the size of the conditional groups was relatively small to detect significant differences between the planned comparisons, which was actually in contrast with the recommended group sizes in paragraph 6.5.

9 OVERALL CONCLUSION

After section 5 and 8 presented the conclusions for both studies separately, it is interesting to describe the consistencies and inconsistencies between both studies. Paragraph 9.1 discusses the consistencies between study 1 and 2 and paragraph 9.2 presents the inconsistencies between the two studies.

9.1 Consistencies between both studies

- 1) Both studies have proven that *all three diversity typologies* - variety, separation, and disparity - of Harrison and Klein (2007) *should be used by scholars as one overall diversity typology* to research diverse workforces and the consequences of diversity for organizations as completely as possible. The theoretical strong fundament of the types probably led to this similar result.
- 2) Both studies showed that *diversity as variety has positive outcomes for an organization*, of which increased creativity is the most important positive outcome of diversity as variety. This similar result is due to the strong and logical relation of differences in variety attributes like expertise and knowledge with increased creativity (Williams & O'Reilly, 1998).
- 3) It appeared from both studies that *diversity as separation and diversity as disparity have negative outcomes for an organization*. Cohesiveness and competition work well as negative outcomes of separation and disparity unlike creativity. Decreased cohesiveness turns out to be the most important negative outcome of diversity as separation, especially based on the regression analyses of study 1, and increased competition is the most important negative outcome of diversity as disparity. These similar results are explainable with the following example. When a team of employees differ in values, attitude, and/or opinion on how to give their entertainment park more brand awareness, a division of the team is quickly reached with easily decreased cohesiveness as a result (Williams & O'Reilly, 1998). These differences can also cause increased competition because employees are often convinced of their own opinions and values (Hatch & Schultz, 2004). When these same team members differ in status, power, and/or salary, dissatisfaction about the inequalities is quickly reached easily resulting in increased competition (Bloom, 1999). Moreover, status and power differences can divide a diverse team, which causes decreased cohesiveness (Ashforth & Meal, 1989). Furthermore, both separation and disparity are perhaps mainly indirectly related to creativity because not the differences in separation and disparity attributes lead directly to decreased creativity, but the more homogenous groups created by the categorization processes, on for example status, do (Jackson et al., 1995).
- 4) Despite the negative consequences of disparity and separation in work forces, both studies clarified that *it is unnecessary to avoid disparity and separation aspects within diverse work teams* to actually have positive outcomes of diversity as variety. This similar conclusion is due to the fact that employees almost always differ on several diversity aspects related to more than one diversity type.
- 5) The outcomes *cohesiveness and competition are more important for examining the impact of diversity on the organization than the outcome creativity*, according to both studies. Well functioning

diverse work teams are indeed of great importance for a leisure organization, for example, to serve the increasingly varied customers well and to receive diverse employees properly (Loozen & Van Duin, 2007). Finding this consistency has possibly to do with the more indirect relations between the diversity types and creativity and direct relations between the diversity types and cohesiveness as well as competition, similar to what was illustrated in the example above.

6) Both studies proved that *diversity awareness among employees leads to positive organizational outcomes*. This similar result is due to the fact that being aware of employee differences creates more understanding towards the meaning of diversity and its importance (Roberson et al., 2003), by which it influences organizational outcomes positively (Cox & Blake, 1991).

7) Both studies showed that there were *no relationships between organizational tenure and organizational outcomes*. When interpreting the profiles of both research samples, the low variance in organizational tenure made the undiscovered relationships a logical occurrence.

9.2 Inconsistencies between both studies

1) The inconsistent findings in both studies regarding *the amounts of diversity as variety, separation, and disparity* are probably largely due to the difference in research samples; a young inexperienced group of part-time/incidental employees working at different (leisure) organizations versus a mingling of all sorts of employees working at one leisure organization.

2) Only study 2 showed that the *operationalization of the concept perceived diversity as disparity requires some improvement*. It appeared that the item concerning status on the work floor and status in private life along with the item on income did not correlated highly with the disparity scale in study 2. The researched students possibly had, in contrast with the sample of study 1, not enough insight into these aspects among their colleagues as a consequence of working incidentally.

3) In study 1 the *positive influence of variety was more emphasized than the negative influence of disparity and separation*. This was not discovered for study 2 because when working on an incidental basis effects of diversity are probably not so obvious.

4) The *positive outcomes which followed from being aware of diversity differed in both studies*. Finding different relationships could be caused by a not optimal operationalization of diversity awareness due to the fact that it is used for the first time.

5) From study 1 could be concluded, in contrast with study 2, that *organizational tenure is of added value for diversity research because it was positively related with diversity awareness*. Because the research sample of study 1 was averagely 10 years older and had a higher average organizational tenure than the research sample of study 2, the employees from study 1 have had more opportunities in life to become aware of diversity in comparison with the participants of study 2 who are still in college (Anderson et al., 2009). By that means, variance in diversity awareness probably revealed the given relationship of study 1.

This last section provides a general discussion on the complete research. Paragraph 10.1 reflects on the scientific relevance of this research by giving theoretical implications and recommendations and paragraph 10.2 reflects on the social relevance of this research by discussing managerial implications and recommendations. Finally, paragraph 10.3 reflects on the research process by discussing the limitations of both studies and recommendations for future research.

10.1 Theoretical implications and recommendations

Informing the scientific field on the usefulness of the three typologies of Harrison and Klein (2007) as an overall typology of diversity was the scientific relevance of this research. The purpose of this was to create an essential deeper understanding of within-unit differences for scholars, the organizational field, and outsiders interested in diversity (Harrison & Klein, 2007; Lawrence, 1997; Nkomo, 1995).

The use of all three the diversity typologies - diversity as variety, as separation, and as disparity - in diversity research extends the extant literature in several important ways and has several implications. First of all, that different diversity aspects produce distinct outcomes should discourage scholars to treat diversity aspects as an overall diversity measure such as narrow or broad diversity without theoretical development of the potentially distinct outcomes (Nkomo, 1995). In addition to familiar research instruments like a questionnaire, creative research instruments are useful to research the outcomes of a diversity aspect because humans are likely to think in the cognitive unconscious 95% of the time (Zaltman, 2003). For example, participants must immediately say or write down if they associate the diversity aspect that was only shown for a few seconds with positive or negative outcomes or a participant has to make a mind map in a short time limit by adding a number of words he associates with the given aspect. Furthermore, linking employee diversity as disparity, separation, and variety to more various outcomes is necessary to further increase the valuable empirical research towards the three diversity types. Especially more empirical research with regard to the outcomes of diversity as variety is important because stressing the competitive advantage of diversity in organizations should decrease the difficulties managers experience with encouraging diversity (Rynes & Rosen, 1995). Moreover, the unknown Distributive justice theory has as foundation of the disparity type empirically proven to be an important diversity theory similar to the known theories belonging to the Social categorization/identification perspective and Information-decision making perspective. By that means, the Distributive justice theory deserves much more credit among scientists by including it in diversity research as a subgroup of the Social categorization/identification perspective. Furthermore, up to now the theories or perspectives related to the typologies were mostly examined separately, by which an incomplete picture on employee diversity arises. Including all three typologies in one research creates a much more complete picture and better understanding of employee diversity, which is required in the research field (Lawrence, 1997; Nkomo, 1995). By that means, the typologies and

their usefulness to clearly describe employee diversity should get internationally known among scientists who study organizational diversity. To reach this, scholars specialized in variety, disparity, and separation could lecture at international congresses concerning employee diversity to introduce the concepts to the research field, to motivate scholars to learn about the three typologies and to use them in their research, to clarify several research avenues such as perceived and actual diversity and the variety of usable research instruments like creative experiments, and to get studies on the typologies published by prominent journals. Next to it, with researching perceived diversity it appeared that not only the distribution of the diversity attributes determines as which type diversity is perceived but that several other aspects, like the field of study/business field and how much someone works, also influence the way diversity is perceived. These and other aspects should get extensively researched to, for example, find out which business field is related to which diversity type to get more specific information on perceived employee diversity. Finally, it is up to researchers to link diversity awareness to more positive outcomes to create an even stronger research base that supports organizational management to use diversity awareness training. Because of that, (human resource) managers should have a much easier time to make diversity awareness training successful and to enhance managerial support (Rynes & Rosen, 1995). But first the operationalization of the diversity awareness scale needs to be improved because both studies showed that diversity awareness was related with different positive outcomes.

10.2 Managerial implications and recommendations

Providing specifically leisure organizations with more insight into coping with employee diversity by giving these organizations and their managers implications and recommendations on embracing and managing organizational diversity was the social relevance of this research. The purpose of this was to make managing diversity more easily resulting in more positive organizational outcomes.

The managerial implications and recommendations are the following. First of all, managers should focus on increasing variety in their work teams as much as possible to enhance the positive outcomes of diversity, by offering courses, workshops, updating training, and part-time schooling to their employees. These sessions could provide, for example, broader and up-to-date knowledge related to the work field, different learning and work methods, new ways to approach several work situations, and learn to think out of the box. Moreover, when new employees are recruited, extra attention can be paid to the added value of candidates' knowledge, experience, and fields of expertise for the organization. Furthermore, according to Curseu, Schruijer, and Boros (2007), managers must be alert that variety in a work team should not be increased in a way that increases separation and disparity at the same time. However, from this research it appeared that the positive influence of variety still remains when there is also separation and disparity in the workforce. Because of that, the statement of Curseu et al. (2007) can be interpreted as overstated advice towards organizations. In addition, this advice is unrealistic because, as also stated by Curseu et al. (2007), diversity aspects are often related

to different diversity typologies. Leisure organizations are better off with the advice to emphasize variety in the workforce by making their employees more alert of the positive variety conditions and to only deduce the attention to separation and disparity in the workforce by making employees less alert of the more negative separation and disparity conditions. This could be done by offering diversity awareness training programs. Awareness training, whereby employees are made positively aware of the differences of their co-workers (Cox & Blake, 1991), is helpful because this research proved that increased diversity awareness goes along with positive organizational outcomes. Moreover, according to Cox and Blake (1991), diversity awareness is needed to obtain performance benefits. Furthermore, a proper way of embracing and managing diversity is important because groups in organizations will continue to become more diverse in years to come (Loozen & Van Duin, 2007) similarly to its customers (Jackson & Alvarez, 1992). Because of that, policies that support diversity are necessary and valuable for organizations and a consistent policy is actually for every organization a requirement (Van Ruler, 1998). Based on the discussed theories concerning variety, separation, and disparity, diversity policies and practices like education programs, development opportunities, open communication, team building moments/activities, and sharing in company's success should be supported to build a winning workforce. Such policies are most probably encouraged by employees because, according to this research, they are positive towards organizational diversity.

10.3 Limitations and directions for future research

In paragraph 10.3.1 limitations and recommendations for future research based on both study 1 and 2 are acknowledged. Limitations and recommendations for future research related to study 1 are discussed in paragraph 10.3.2 and those only related to study 2 are discussed in paragraph 10.3.3.

10.3.1 General limitations and research directions

First, both studies demonstrated that the organizational outcomes creativity, cohesiveness, and competition were not all three equally successful to measure the influence of the diversity types for a leisure organization. By doing future research concerning the effects of the three typologies on organizational outcomes, a strong conceptual model relates variety only to creativity, separation only to cohesiveness, and disparity only to competition. A second option would be to relate variety to creativity, cohesiveness, and competition; separation to cohesiveness and competition; and disparity to competition and cohesiveness. The latter option is except for the concept creativity similar to the conceptual model of this research and is the preferred option because it should lead to the richest results regarding the diversity typologies, especially when extra organizational outcomes are researched. Second, given the idea that perceptions of diversity probably differ between types of organizations, regions, countries, and branches, it is interesting to research perceived diversity and the effects of diversity in other organizations within the leisure industry and also in other organizational fields. The field of law is such an interesting other organizational field to research, for example to

check if diversity is indeed highly perceived as disparity like discussed in study 2. Third, further research is required to explain the influence of organizational tenure on organizational outcomes because both studies failed in finding any relationship due to the low variance in organizational tenure. Therefore, it is recommended to study a complete unit of employees and to consult organizational management on the distribution of research sample's organizational tenure before starting a similar research. In this case the use of students should be avoided because they are not a suitable sample due to their relatively young age and short period of work experience. Finally, it might be interesting to research sociological or organizational specific variables, such as organization and work group size (Rynes & Rosen, 1995), to indicate how they influence perceptions of diversity which possibly leads to valuable results concerning managing diversity.

10.3.2 Limitations and research directions regarding the perceived diversity study

Because it appeared that approximately half of the approached employees were standby employees, the final research sample was restricted to 104 employees. Although this should be enough to generalize the results to the leisure industry (Pallant, 2005), further research is preferred to examine more thoroughly if the results can indeed be generalized to other types of leisure organizations situated in and outside the Netherlands. With doing this first study, interesting directions for future research came forward. Despite perceived diversity is a very interesting concept and of added value for the scientific and organizational field, it would also be interesting to test the typologies of Harrison and Klein (2007) and the effects of diversity with measuring actual diversity, the way Harrison and Klein (2007) describe. Furthermore, if the possibility arises to get the cooperation of all employees of a work team, this opportunity should be utilized because it broadens the number of possible research methods now that individual as well as team results can be gathered. Examples for measuring effects of diversity are giving groups fictive problems or tasks, or observing them unseen in real work situations.

10.3.3 Limitations and research directions regarding the manipulated perceived diversity study

First, the research aim and question were better reflected by study 1 than by study 2 because in this second study “just” 75% of the participants worked in a leisure organization. Second, because the disparity-in-workplace scale hindered, due to the low scale reliability and relatively low corrected item-total correlations, in distinguishing three types of diversity, the operationalization of this scale requires more attention. For future research it is recommended to extend the original disparity scale with three more items which are parallel to the theory of Harrison and Klein (2007), similar to what was successfully done with the separation scale in this research. Third, despite the research model of this second study could not be tested, it remains an interesting one to include in future experimental research. Future research could still make use of the same design as this study if the following central points are taken into consideration. 1) The texts. Because the three different texts approach diversity still to general, the short introduction of the texts must immediately link differences between

employees to the attributes of a diversity type. 2) The group sizes. For future research it is recommended to have equal group sizes of 40 or even 50 participants because groups of 25 participants are relatively small. 3) The research sample. Students were after all not the best research sample for manipulating perceived diversity when measuring diversity in the workplace because they were at the moment of questioning not actually in a work situation. Moreover, working only incidentally makes it harder to criticize diversity in the own workplace. Besides, the work-related characteristics of students, such as a young age and juvenile wages, accentuated differences in all three diversity types within the workforce. Because of that, it is recommended when measuring diversity in the workplace to use a research sample of employees who are not all starting on the labor market, who work at least part-time or full-time, and who are researched within their workplace. 4) The space where the research was held. To make sure the concentration of the employees is not disturbed during the experiment, the research must be held in a quiet work area. Fourth, the research model could also be tested by not manipulating participants with texts but by assigning them to a variety, disparity, or separation work group. For example, six teams should be created with three teams in which people vary on one diversity type and three teams in which people are as similar as possible on one diversity type. Let them all do the same assignment and measure afterwards the perceived or actual organizational outcomes, after which results could be compared between the teams related to the same diversity type. Fifth, it would be interesting to measure perceived diversity among students from specific study directions because the field of study seems to emphasize some diversity aspects, which influences how diversity is perceived. For example, in the field of law disparity attributes are stressed whereby diversity was especially perceived as disparity. Groups of students studying for example economics, arts, medical science, and social science, or groups of employees from different business fields could be researched to discover which diversity aspects are perceived as important in their work field. To test this, for several rounds three cards representing a disparity, variety, and separation aspect are shown to the participant. Subsequently, each round he has to select one aspect that is especially or mostly related with his field of study. After this, a short questionnaire can be held to find out if the participant perceives diversity similar to the type as where to the (most) chosen aspects belong. Sixth, by doing this second study the idea raised that being an incidental worker, part-timer, or full-timer might influences how diversity and the effects of diversity on organizational outcomes are perceived. By that means, it would be interesting to take work intensity along in future diversity research. In conclusion, the present study enhances the understanding of employee diversity by providing a refined look at the diversity typologies variety, separation, and disparity. Because of the gathered empirical evidence regarding these typologies, advice could be given towards the organizational and research field concerning managing and understanding employee diversity as well as several avenues for future research. Hopefully, this research motivates to examine employee diversity more elaborately to clarify this construct even more. This is truly necessary because the increasingly diverse organizational field, which gets more aware of the importance of diversity, still struggles with employee diversity.

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APPENDICES - Method related

Appendix I: codebook of the perceived diversity study

Appendix II: questionnaire of the perceived diversity study

Appendix III: measures of the central concepts

Appendix IV: data analysis of both studies

Appendix V: codebook of the manipulated perceived diversity study

Appendix VI: questionnaire of the manipulated perceived diversity study

Appendix I: codebook of the perceived diversity study

This appendix contains the codebook of the questionnaire presented in appendix II. Table I illustrates which items of the questionnaire measured which central concept. Moreover, the items used for this study were made bold. From these 52 items, five items measured the sociological background information of the employees, 24 items measured perceived diversity, 13 items measured perceived organizational outcomes, four items measured diversity awareness, two items measured general diversity, and four items were included as an organizational diversity check.

Table I

Codebook of the questionnaire (study 1)

Part of questionnaire	Scale	Items
Part 1	Sociological background information	1, 2, 3, 4, 5
Part 2	Openness	10, 15, 18(-), 21, 23
	Social initiative	7, 9(-), 14, 17, 20(-)
	Emotional stability	8(-), 12(-), 16, 22, 24
	Flexibility	6, 11, 13(-), 19(-), 25
Part 3	Separation	26, 29, 31, 33, 35, 37
	Variety	27, 30, 36
	Disparity	28, 32, 34
Part 4	Separation-in-workplace	41, 43, 45, 47, 49, 51
	Variety-in-workplace	40, 44, 46
	Disparity-in-workplace	42, 48, 50
	Creativity	53, 57(-), 61
	Cohesiveness	52(-), 54(-), 56, 58, 60(-), 63
	Competition	55, 59(-), 62, 64(-)
	General diversity	38, 39
Part 5	Diversity awareness	65, 66(-), 67, 68(-)
	Organizational diversity check	69, 70, 71, 72
	Affective organizational commitment	73, 74, 75(-), 76(-), 77(-), 78

Note. (-) means that the item was negatively formulated

Appendix II: questionnaire of the perceived diversity study

This appendix contains the questionnaire distributed among employees of a leisure organization. Appendix I illustrated which items measured which concept.

BESTE DEELNEMER,

Voor ons afstudeeronderzoek aan de Universiteit van Tilburg willen wij u vragen deze vragenlijst in te vullen. De vragenlijst is ontwikkeld om meer inzicht te krijgen in het gedrag van mensen en hun mening over werkgedrag in organisaties. De gegevens die u invult zijn vertrouwelijk en zullen alleen voor dit onderzoek gebruikt worden. De deelname is op anonieme basis.

Het invullen van deze vragenlijst kost u ongeveer 10 minuten. De vragenlijst bestaat uit vijf onderdelen. Bij elk onderdeel wordt er vermeld wat de bedoeling is van het desbetreffende deel. Een antwoord kan niet goed of fout zijn, maar gaat slechts over uw persoonlijke mening.

Wij willen u bij voorbaat hartelijk danken voor uw tijd!

Met vriendelijke groet,

Emma de Swart en Wendy Stigter

DEEL 1. ALGEMENE GEGEVENS

Er volgen 5 vragen over algemene persoonskenmerken. U kunt uw antwoorden invullen, dan wel aankruisen. Onderaan deze pagina is ruimte voor eventuele opmerkingen over de vragenlijst.

1. Wat is uw leeftijd? jaar
2. Bent u man of vrouw? 0 Man
 0 Vrouw
3. Wat is uw functie binnen de organisatie? 0 Filiaalmedewerker
 0 Assistent-bedrijfsleider
 0 Bedrijfsleider
 0 Overige, namelijk:
4. Hoeveel jaren werkt u binnen de organisatie (afgerond in hele jaren)?
5. Wat is uw hoogst behaalde diploma? 0 Middelbaar Onderwijs (MAVO, HAVO, VWO)
 0 LBO
 0 MBO
 0 HBO
 0 WO Bachelor
 0 WO Master
 0 Anders, namelijk:

Ruimte voor eventuele opmerkingen:

.....
.....
.....
.....

DEEL 2. UW PERSOONLIJK GEDRAG

Er volgen 20 stellingen over uw persoonlijk gedrag. Deze hebben niet direct betrekking op uw gedrag in de organisatie, maar op uw gedrag in het algemeen. Geef aan in hoeverre u het eens bent met de uitspraken. Omcirkel steeds het cijfer dat uw gedrag het beste weergeeft.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
6. Ik houd van primitieve vakanties	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
7. Ik neem het initiatief	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
8. Ik lijd onder conflicten met anderen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
9. Ik vind het lastig contacten te leggen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
10. Ik begrijp de gevoelens van anderen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
11. Ik schakel gemakkelijk over van de ene op de andere activiteit	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
12. Ik ben bang om te falen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
13. Ik wil precies weten wat er gaat gebeuren	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
14. Ik neem de leiding	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
15. Ik ben nieuwsgierig	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
16. Ik ga er vanuit dat dingen weer op hun pootjes terecht komen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
17. Ik ben altijd bezig	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
18. Ik kan me moeilijk inleven in anderen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
19. Ik functioneer het best in een vertrouwde omgeving	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
20. Ik laat de dingen op zijn beloop	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
21. Ik let op gelaatsuitdrukkingen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
22. Ik kan tegenslag relativiseren	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
23. Ik vind verschillen interessant	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
24. Ik heb zelfvertrouwen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
25. Ik heb behoefte aan verandering	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

DEEL 3. UW MENING OVER WERKGEDRAG IN HET ALGEMEEN

Er volgen 12 stellingen over werkgedrag in het algemeen in organisaties. Deze hebben niet speciaal betrekking op werkgedrag binnen uw organisatie, maar op werkgedrag in het algemeen. Uw mening staat hierbij centraal. Geef aan in hoeverre u het eens bent met de uitspraken. Omcirkel steeds het cijfer dat uw mening het beste weergeeft.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
26. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende meningen hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
27. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende kennis en/of informatie bezitten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
28. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende inkomens ontvangen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
29. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende overtuigingen hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
30. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende kennisgebieden hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
31. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende waarden hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
32. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende status hebben op het werk en/of daarbuiten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
33. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende denkwijzen hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
34. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende statusniveaus hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
35. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende posities hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
36. Verschillen tussen werknemers betekent in mijn ogen dat werknemers verschillende werkervaring hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
37. Verschillen tussen werknemers betekent in mijn ogen dat werknemers meningsverschillen hebben	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

DEEL 4. UW MENING OVER WERKGEDRAG IN UW ORGANISATIE

Er volgen 27 stellingen over werkgedrag in uw organisatie. Uw mening staat hierbij centraal. In de stellingen verwijst “collega’s” naar alle personen die naast u werkzaam zijn binnen uw filiaal. Geef aan in hoeverre u het eens bent met de uitspraken. Omcirkel steeds het cijfer dat uw mening het beste weergeeft.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
38. In mijn organisatie is er sprake van verschillen tussen werknemers	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
39. Ik werk met collega’s die verschillend zijn	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
40. Mijn collega’s bezitten verschillende kennis en/of informatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
41. Mijn collega’s hebben verschillende meningen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
42. Mijn collega’s hebben verschillende statusniveaus	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
43. Mijn collega’s hebben verschillende overtuigingen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
44. Mijn collega’s hebben verschillende kennisgebieden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
45. Mijn collega’s hebben verschillende denkwijzen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
46. Mijn collega’s verschillen in hun werkervaring	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
47. Mijn collega’s hebben verschillende waarden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
48. Mijn collega’s verschillen in de status die ze hebben op het werk en/of daarbuiten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
49. Mijn collega’s hebben meningsverschillen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
50. Mijn collega’s verschillen in het inkomen dat ze ontvangen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
51. Mijn collega’s hebben verschillende posities	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
52. Mijn collega’s werken niet met elkaar samen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
53. Mijn collega’s creëren nieuwe ideeën (bijvoorbeeld voor verbeteringen)	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
54. Er is weinig vertrouwen onder mijn collega’s	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
55. Iedereen op het werk wil winnen door collega’s te overtreffen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
56. Mijn collega’s werken samen als een team	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
57. Mijn collega’s komen met onoriginale oplossingen voor problemen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
58. Mijn collega’s beschouwen elkaar als vrienden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

59. Mijn collega's concurreren nooit met elkaar	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
60. Mijn collega's komen niet voor elkaar op	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
61. Mijn collega's zoeken naar nieuwe werkmethode(n), (verkoop)technieken en/of (verkoop)instrumenten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
62. Mijn collega's werken hard om elkaar te overtreffen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
63. Mijn collega's weten dat ze op elkaar kunnen rekenen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
64. Mijn collega's zijn totaal geen competitieve individuen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

DEEL 5. UW WERKGEDRAG IN UW ORGANISATIE

Er volgen 14 stellingen over uw werkgedrag en werkervaringen in uw organisatie. Uw persoonlijke standpunt staat hierbij centraal. Geef aan in hoeverre u het eens bent met de uitspraken. Omcirkel steeds het cijfer dat uw werkgedrag het beste weergeeft.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
65. Ik begrijp goed wat verschillen tussen werknemers inhoudt	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
66. Ik ben me niet bewust van de verschillen tussen werknemers binnen mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
67. Ik vind dat verschillen tussen werknemers waardevol zijn	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
68. Voor mij is het onduidelijk waarom verschillen tussen werknemers belangrijk zijn	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
69. Ik ervaar verschillen tussen werknemers als een positief aspect van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
70. Ik ervaar dat verschillen tussen werknemers een negatieve impact hebben op resultaten van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
71. Ik ervaar verschillen tussen werknemers als een negatief aspect van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
72. Ik ervaar dat verschillen tussen werknemers een positieve impact hebben op resultaten van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
73. Ik zou graag de rest van mijn carrière in mijn organisatie willen doorbrengen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
74. Ik ervaar dat problemen in mijn organisatie mijn eigen problemen zijn	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
75. Ik voel mij niet erg thuis in mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
76. Ik voel me niet emotioneel verbonden met mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
77. Ik voel me niet als deel van de familie in mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
78. Mijn organisatie heeft een grote mate van persoonlijke betekenis voor mij	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

Bedankt voor uw medewerking!

Wilt u de ingevulde vragenlijst in de daarvoor bestemde retour envelop doen? De bedrijfsleider zal de vragenlijsten uiterlijk 26 maart per interne post terug sturen.

Appendix III: measures of the central concepts

Perceived diversity as variety scale (Garib, 2010)

(7-point Likert scale: 1 = I fully disagree to 7 = I completely agree; $\alpha=.77$)

- 'Employee diversity means that employees differ in their work experience';
- 'Employee diversity means that employees possess different knowledge/information';
- 'Employee diversity means that employees have different fields of expertise'.

Perceived diversity as separation scale (Garib, 2010)

(7-point Likert scale: 1 = I fully disagree to 7 = I completely agree; $\alpha=.55$)

- 'Employee diversity means that employees have different opinions';
- 'Employee diversity means that employees have different values';
- 'Employee diversity means that employees have different attitudes'.

Recommended to add:

- 'Employee diversity means that employees have different positions';
- 'Employee diversity means that employees have different beliefs';
- 'Employee diversity means that employees have disagreements'.

Perceived diversity as disparity scale (Garib, 2010)

(7-point Likert scale: 1 = I fully disagree to 7 = I completely agree; $\alpha=.77$)

- 'Employee diversity means that employees differ in the income they receive';
- 'Employee diversity means that employees differ in the status they have';
- 'Employee diversity means that employees have different levels of status'.

Outcome creativity (Wilkins & London, 2006)

(7-point Likert scale: 1 = low to 7 = high; $\alpha=.87$)

- 'The team creates new ideas for improvements';
- 'The team searches out new working methods, techniques, or instruments';
- 'The team generates original solutions to problems'.

Group cohesiveness scale (Podsakoff et al., 1993)

(7-point Likert scale: 1 = strongly disagree to 7 = strongly agree; $\alpha=.91/\alpha=.93/\alpha=.92$)

- 'There is a great deal of trust among members of my work group';
- 'Members of my group work together as a team';
- 'The members of my work group are cooperative with each other';
- 'My work group members know that they can depend on each other';
- 'The members of my work group stand up for each other';

- 'The members of my work group regard each other as friends'.

Competition scale (Fletcher & Nusbaum, 2010)

(5-point Likert scale: 1 = strongly disagree to 5 = strongly agree; $\alpha=.94$)

- 'My coworkers are very competitive individuals',
- 'My coworkers work hard to outperform each other';
- 'My coworkers are constantly competing with one another';
- 'Everyone at work wants to win by outperforming their coworkers'.

General diversity (Garib, 2010)

(7-point Likert scale: 1 = I fully disagree to 7 = I completely agree)

- 'In my organisation there is employee diversity';
- 'I work with diverse employees'.

Organizational diversity check (Garib, 2010)

(7-point Likert scale: 1 = I fully disagree to 7 = I completely agree)

- 'I experience employee diversity as a positive aspect of an organisation';
- 'I experience employee diversity as a negative aspect of an organisation'.

Appendix IV: data analysis of both studies

This appendix informs on the used analyses and statistical steps prior to hypothesis testing. First, frequency analyses and descriptive analyses were used to analyze percentages of all categorical variables, and to analyze means and standard deviations of all continuous variables (Pallant, 2005). Second, to assess the reliability of the scales, Cronbach's alpha and Gutmann's Lambda2 were used as measures of internal consistency (Pallant, 2005). Both statistics were used because Cronbach's alpha is the most commonly used statistic while Gutmann's Lambda2 should provide a better estimation than Cronbach's alpha (Drenth & Sijtsma, 2006; Ten Berge & Zegers, 1978). In order to increase scale reliability, items with low corrected item-total correlations ($r < .30$) and higher alphas displayed in the alpha-if-item deleted column than the given Cronbach's alpha were deleted (Van Assen, 2007). Along with calculating the reliability coefficients for the perceived diversity and perceived diversity-in-workplace scales, explorative and confirmatory factor analyses were done on all 12 items of the three perceived diversity scales and on all 12 items of the three perceived diversity-in-workplace scales to already have a view on the scale constructions (Van Assen, 2007). Third, construct validity was assessed by scales internal structure through explorative factor analyses, by nomological network through the multiple group-method, and by construct domain (Van Assen, 2007). Fourth, the assumptions normal distributed data, no extreme outliers, homoscedasticity, linearity, interval data, interdependent measurements, factorability of the correlation matrices, multicollinearity, and singularity were checked and were all met in both studies (Field, 2005; Pallant, 2005). Moreover, the option "exclude cases listwise" was used for all analyses because otherwise the final assumption of related pairs, whereby each subject must provide a score on both variable X and variable Y, would be violated (Pallant, 2005). At last, for checking all assumptions and doing the analyses, SPSS was used. Only the confirmatory factor analyses were done in AMOS.

Appendix V: codebook of the manipulated perceived diversity study

All participants of the experiment received a questionnaire with or without a text. First, all participants (N=100) answered nine questions in order to get the participant's profile and the measurement of organizational tenure (Part 1). Next, four items which measured diversity awareness were answered (Part 2). Then, participants read a) a text on diversity as variety (N=25), b) a text on diversity as separation (N=25), c) a text on diversity as disparity (N=25), or d) no text at all (N=25), which divided students into three experimental groups and one control group. Because credible texts are important for a successful manipulation of the independent variables on students, these texts all started with introducing an important professor of University "X", who held an argumentation on diversity specified on variety, separation, or disparity. A control question followed after the texts to force students to actually read the text. Next, all participants answered three items on perceived diversity as variety, six items on perceived diversity as separation, and three items on perceived diversity as disparity (Part 3). These 12 items were used as a manipulation check. Then, participants answered three items on creativity, six items on cohesiveness, and four items on competition, which measured the dependent variables perceived organizational outcomes (Part 3). Finally, four items functioning as an organizational diversity check were answered (Part 4). Table V gives an overview of which items measured which central concept.

Table V

Codebook of the questionnaire (study 2)

Part of questionnaire	Scale	Items
Part 1	Sociological background information	1, 2, 3, 4, 5, 6, 7, 8, 9, 39
Part 2	Diversity awareness	10, 11(-), 12, 13(-)
Part 3	Separation-in-workplace	15, 17, 19, 21, 23, 25
	Variety-in-workplace	14, 18, 20
	Disparity-in-workplace	16, 22, 24
	Creativity	27, 31(-), 35
	Cohesiveness	26(-), 28(-), 30, 32, 34(-), 37
	Competition	29, 33(-), 36, 38(-)
Part 4	Organizational diversity check	40, 41, 42, 43

Note. (-) means that the item was negatively formulated

Appendix VI: questionnaire of the manipulated perceived diversity study

This appendix contains the questionnaire distributed among the control group. The questionnaires of the other three groups were similar to this presented questionnaire except for the included texts on diversity and the control question, which led to four different versions of the questionnaire. Instead of displaying all four versions, only the included text and control question for each experimental group is illustrated followed by the questionnaire that was distributed among the control group. Appendix V illustrated which items measured which concept.

Text questionnaire 2: experimental group variety

Prof. dr. Pieter Verweijd is hoogleraar Organizational Behavior aan de Erasmus Universiteit. Hij is daarnaast directeur van het Landelijk Expertise Centrum Diversity en een befaamd onderzoeker en expert op het gebied van verschillen tussen werknemers binnen organisaties. In een hoorcollege gaf hij de volgende uitleg over verschillen tussen werknemers:

‘Binnen organisaties is er vaak sprake van werkgroepen waarin mensen werkzaam zijn. Een dergelijke werkgroep bestaat niet uit dezelfde werknemers, maar uit werknemers die van elkaar verschillen. Er is sprake van verschillen tussen werknemers doordat zij op basis van werkervaring, kennisgebieden, en opgedane kennis en informatie een andere achtergrond hebben. Het volgende voorbeeld laat zien hoe deze verschillen terug te zien zijn tussen werknemers binnen organisaties. Voorbeeld: een winkel die buitensportartikelen verkoopt heeft 10 werknemers in dienst. Van deze werkgroep heeft iemand gewerkt als verkoper in een buitensportorganisatie, twee andere werknemers zijn net afgestuurd aan de masters Sport en beleid en Bewegingswetenschappen, en 7 personeelsleden hebben gewerkt als een inkoper bij een sportzaak, sportleraar, kliminstructeur, reisbegeleider van actieve reizen, adviseur in een kledingzaak, docent en marketingmanager bij een gerenommeerd bedrijf. Verschillen in werkervaring, kennisgebieden, en opgedane kennis en informatie zorgen ervoor dat er sprake is van een diverse werkgroep van werknemers.’

Geef in maximaal twee zinnen aan wat je zojuist in de bovenstaande tekst gelezen hebt.

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Text questionnaire 3: experimental group separation

Prof. dr. Pieter Verweijd is hoogleraar Organizational Behavior aan de Erasmus Universiteit. Hij is daarnaast directeur van het Landelijk Expertise Centrum Diversity en een befaamd onderzoeker en expert op het gebied van verschillen tussen werknemers binnen organisaties. In een hoorcollege gaf hij de volgende uitleg over verschillen tussen werknemers:

‘Binnen organisaties is er vaak sprake van werkgroepen waarin mensen werkzaam zijn. Een dergelijke werkgroep bestaat niet uit dezelfde werknemers, maar uit werknemers die van elkaar verschillen. Er is sprake van verschillen tussen werknemers doordat zij op basis van meningen, posities, waarden, overtuigingen en denkwijzen een andere achtergrond hebben. Het volgende voorbeeld laat zien hoe verschillen in meningen en posities terug te zien zijn tussen werknemers binnen organisaties. Voorbeeld: een winkel die buitensportartikelen verkoopt heeft 10 werknemers in dienst. Van deze werkgroep zijn 2 medewerkers, in tegenstelling tot de rest, van mening dat er teveel gekletst wordt onder werktijd. Daarnaast vinden 2 werknemers dat de kassa een onlogische plaats in de winkel heeft, terwijl anderen dit niet zo ervaren. Dit voorbeeld kun je ook toepassen voor verschillen in waarden, overtuigingen en denkwijzen. De genoemde aspecten zorgen ervoor dat er sprake is van een diverse werkgroep van werknemers.’

Geef in maximaal twee zinnen aan wat je zojuist in de bovenstaande tekst gelezen hebt.

.....
.....

Text questionnaire 4: experimental group disparity

Prof. dr. Pieter Verweijd is hoogleraar Organizational Behavior aan de Erasmus Universiteit. Hij is daarnaast directeur van het Landelijk Expertise Centrum Diversity en een befaamd onderzoeker en expert op het gebied van verschillen tussen werknemers binnen organisaties. In een hoorcollege gaf hij de volgende uitleg over verschillen tussen werknemers:

‘Binnen organisaties is er vaak sprake van werkgroepen waarin mensen werkzaam zijn. Een dergelijke werkgroep bestaat niet uit dezelfde werknemers, maar uit werknemers die van elkaar verschillen. Er is sprake van verschillen tussen werknemers doordat zij op basis van inkomen, statusniveaus, en status op het werk en daarbuiten een andere achtergrond hebben. Het volgende voorbeeld laat zien hoe verschillen in status op het werk terug te zien zijn tussen werknemers binnen organisaties. Voorbeeld: een winkel die buitensportartikelen verkoopt heeft 10 werknemers in dienst. Van deze werkgroep heeft de bedrijfsleider de hoogste status op het werk. Daarnaast hebben 2 assistent-bedrijfsleiders ook een hoog aanzien op het werk. Tot slot hebben 4 vaste medewerkers een lagere status op het werk, gevolgd door 3 oproepkrachten. Dit voorbeeld kun je ook toepassen voor verschillen in inkomen en voor verschillen in statusniveaus en status buiten het werk. De genoemde aspecten zorgen ervoor dat er sprake is van een diverse werkgroep van werknemers.’

Geef in maximaal twee zinnen aan wat je zojuist in de bovenstaande tekst gelezen hebt.

.....
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DEEL 3. JOUW MENING OVER WERKGEDRAG

Er volgen 25 stellingen over werkgedrag in jouw organisatie. Jouw mening staat hierbij centraal. In deze stellingen verwijst “werkgroep” naar een groep van werknemers (ook al is het maar één of enkele werknemers) waarmee jij werkzaam bent binnen jouw organisatie. Geef aan in hoeverre je het eens bent met de uitspraken.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
14. Leden van mijn werkgroep bezitten verschillende kennis en/of informatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
15. Leden van mijn werkgroep hebben verschillende meningen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
16. Leden van mijn werkgroep hebben verschillende statusniveaus	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
17. Leden van mijn werkgroep hebben verschillende overtuigingen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
18. Leden van mijn werkgroep hebben verschillende kennisgebieden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
19. Leden van mijn werkgroep hebben verschillende denkwijzen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
20. Leden van mijn werkgroep verschillen in hun werkervaring	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
21. Leden van mijn werkgroep hebben verschillende waarden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
22. Leden van mijn werkgroep verschillen in de status die ze hebben op het werk en/of daarbuiten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
23. Leden van mijn werkgroep hebben meningsverschillen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
24. Leden van mijn werkgroep verschillen in het inkomen dat ze ontvangen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
25. Leden van mijn werkgroep hebben verschillende posities	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
26. De leden van mijn werkgroep werken niet met elkaar samen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
27. Mijn werkgroep creëert nieuwe ideeën (bijvoorbeeld voor verbeteringen)	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
28. Er is weinig vertrouwen onder leden van mijn werkgroep	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
29. Iedereen op het werk wil winnen door collega's te overtreffen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
30. Leden van mijn werkgroep werken samen als een team	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
31. Mijn werkgroep komt met niet-originele oplossingen voor problemen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
32. De leden van mijn werkgroep beschouwen elkaar als vrienden	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
33. De leden van mijn werkgroep concurreren nooit met elkaar	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
34. Leden van mijn werkgroep komen niet voor elkaar op	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

35. Mijn werkgroep zoekt naar nieuwe werkmethoden, technieken en/of instrumenten	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
36. De leden van mijn werkgroep werken hard om elkaar te overtreffen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
37. Leden van mijn werkgroep weten dat ze op elkaar kunnen rekenen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
38. De leden van mijn werkgroep zijn totaal geen competitieve individuen	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
39. Hoeveel personen zijn er (ongeveer) naast jou werkzaam binnen de werkgroep?.....personen									

DEEL 4. JOUW WERKERVARINGEN

Tot slot volgen er 4 stellingen over jouw werkervaringen in jouw organisatie. Je persoonlijke standpunt staat hierbij centraal. Geef aan in hoeverre je het eens bent met de uitspraken. Omcirkel steeds het cijfer dat jouw ervaring het beste weergeeft.

	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
40. Ik ervaar verschillen tussen werknemers als een positief aspect van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
41. Ik ervaar dat verschillen tussen werknemers een negatieve impact hebben op resultaten van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
42. Ik ervaar dat verschillen tussen werknemers een positieve impact hebben op resultaten van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens
43. Ik ervaar verschillen tussen werknemers als een negatief aspect van mijn organisatie	Volledig mee oneens	1	2	3	4	5	6	7	Volledig mee eens

Bedankt voor je medewerking!

APPENDICES - Tables

Appendix A: tables of the perceived diversity study

Appendix B: tables of the manipulated perceived diversity study

Appendix A: tables of the perceived diversity study

Table A1

Reliability coefficients of all original and final used scales

Scale	α	λ^2
<u>Perceived diversity scales</u>		
3-item variety scale	.86	.86
3-item disparity scale	.80	.81
2-item disparity scale	.88	.88
6-item separation scale	.77	.78
5-item separation scale	.78	.79
<u>Perceived diversity-in-workplace scales</u>		
3-item variety-in-workplace scale	.65	.66
2-item variety-in-workplace scale	.72	.72
6-item separation-in-workplace	.82	.83
5-item separation-in-workplace	.83	.84
3-item disparity-in-workplace	.72	.75
<u>Organizational outcome scales</u>		
3-item creativity scale	.34	.40
2-item creativity scale	.61	.61
4-item competition scale	.49	.58
2-item competition scale	.61	.61
6-item cohesiveness scale	.80	.81
5-item cohesiveness scale	.83	.84
<u>Diversity awareness scale</u>		
4-item diversity awareness scale	.61	.64
3-item diversity awareness scale	.61	.61
<u>Organizational diversity check scale</u>		
4-item organizational diversity check scale	.78	.83

Table A2

Means, standard deviations, and correlations of independent and dependent variables

Item	Mean	SD	1	2	3	4	5	6	7
1.Variety-in-workplace	6.10	0.72							
2.Separation-in-workplace	5.18	1.02	.46***						
3.Disparity-in-workplace	4.42	1.34	.32***	.54***					
4.Creativity	5.20	1.01	.31***	.06	.04				
5.Cohesiveness	5.77	0.92	.17*	-.21*	-.17*	.47**			
6.Competition	2.26	1.06	-.04	.20*	.30***	-.08	-.40***		
7.Diversity awareness	5.49	1.04	-.02	-.00	.11	.21*	.14	-.25**	
8.Organizational tenure	3.78	4.03	-.02	.05	.05	.07	.03	.00	.17*

Note. All p-values are one-tailed

* $p < .05$ ** $p < .01$ *** $p < .001$

Table A3*Fit indices for confirmatory factor analyses on perceived diversity and perceived diversity-in-workplace*

Model	P(CMIN) (χ^2)	CMIN/DF (relative χ^2)	NFI	RFI	IFI	TLI	CFI	RMSEA	PClose
1. Perceived diversity ^a	.01	1.78	.90	.82	.95	.91	.95	.08	.06
2. Perceived diversity-in-workplace ^b	.00	1.99	.87	.81	.93	.90	.93	.08	.06

Note. ^a $\chi^2=56,64$, $df=32$, $p(cmin)=.01$ ^b $\chi^2=47,85$, $df=32$, $p(cmin)=.00$

When fit indices indicate model fit: P(CMIN) (χ^2) >.05; CMIN/DF (relative χ^2) <3; NFI \neq or >.90; RFI is close to 1; IFI >.90; TLI is close to 1; CFI >.90; RMSEA \neq or <.08; PClose >.05

Table A4*Summary of hierarchical regression analyses for variables predicting organizational outcomes*

Analysis	Variable	Creativity			Cohesiveness			Competition		
		B	SE B	β	B	SE B	β	B	SE B	β
1	Step 1									
	Diversity Awareness	0.21	0.10	.22*	0.13	0.09	.15	-0.32	0.10	-.31**
	Organizational tenure	0.03	0.03	.10	0.02	0.03	.06	0.03	0.03	.12
	Separation-in-workplace	-0.11	0.12	-.11	-0.29	0.11	-.32**	0.14	0.13	.13
	Disparity-in-workplace	-0.05	0.09	-.08	-0.10	0.08	-.13	0.27	0.09	.33**
Step 2	Variety-in-workplace	0.53	0.15	.38***	0.46	0.14	.37***	-0.32	0.16	-.22*
2	Step 1									
	Diversity Awareness	0.21	0.10	.22*	0.13	0.09	.15	-0.32	0.10	-.31**
	Organizational tenure	0.03	0.03	.10	0.02	0.03	.06	0.03	0.03	.12
	Variety-in-workplace	0.53	0.15	.38***	0.46	0.14	.37***	-0.32	0.16	-.22*
	Disparity-in-workplace	-0.05	0.09	-.07	0.08	0.09	-.13	0.27	0.09	.33**
Step 2	Separation-in-workplace	-0.11	0.12	-.11	-.29	0.11	-.32**	0.14	0.13	.13
3	Step 1									
	Diversity Awareness	0.21	0.10	.22*	0.13	0.09	.15	-0.32	0.10	-.31**
	Organizational tenure	0.03	0.03	.10	0.02	0.03	.06	0.03	0.03	.12
	Separation-in-workplace	-0.11	0.12	-.11	-0.29	0.11	-.32**	0.14	0.13	.13
	Variety-in-workplace	0.53	0.15	.38***	0.46	0.14	.37***	-0.32	0.16	-.22*
Step 2	Disparity-in-workplace	-0.05	0.09	-.07	-0.10	0.08	-.13	0.27	0.09	.33**

Note. For analysis 1 predicting creativity: Adjusted $R^2=.02$ for step 1; $\Delta R^2=.12$ *** for step 2. For analysis 1 predicting cohesiveness: Adjusted $R^2=.03$ for step 1; $\Delta R^2=.11$ *** for step 2. For analysis 1 predicting competition: Adjusted $R^2=.14$ *** for step 1; $\Delta R^2=.04$ * for step 2. For analysis 2 predicting creativity: Adjusted $R^2=.13$ ** for step 1; $\Delta R^2=.01$ for step 2. For analysis 2 predicting cohesiveness: Adjusted $R^2=.07$ * for step 1; $\Delta R^2=.06$ ** for step 2. For analysis 2 predicting competition: Adjusted $R^2=.17$ *** for step 1; $\Delta R^2=.01$ for step 2. For analysis 3 predicting creativity: Adjusted $R^2=.13$ ** for step 1; $\Delta R^2=.00$ for step 2. For analysis 3 predicting cohesiveness: Adjusted $R^2=.12$ ** for step 1; $\Delta R^2=.01$ for step 2. For analysis 3 predicting competition: Adjusted $R^2=.10$ ** for step 1; $\Delta R^2=.08$ ** for step 2. * $p<.05$ ** $p<.01$ *** $p<.001$

Appendix B: tables of the manipulated perceived diversity study

Table B1

Means, standard deviations, minimum, and maximum of sociological background variables

Characteristic	Mean	SD	Min.	Max.
Study year	2.77	1.22	1	7
Organization size in employees	222	512.84	2	3000
Work group size in employees	15	18.18	2	40

Table B2

Percentages and amounts of sociological background variables

Characteristic	Directions	%	N
Study direction	Economics and business administration	45	42
	Law studies	27	25
	Social and behavioral sciences	26	24
	Humanity studies	2	2
Job function	Not a specific job function	43	40
	Related to catering industry	20	19
	Sales employee	17	16
	Specific other job function mostly related to economical and law organizations	11	10
	Student-assistant	4	4
	Manager(assistant)	4	4

Table B3

Reliability coefficients of all original and final used scales

Scale	α	λ^2
<u>Perceived diversity-in-workplace scales</u>		
3-item variety-workplace scale	.57	.64
2-item variety-workplace scale	.66	.66
6-item separation-workplace scale	.69	.70
5-item separation-workplace scale	.70	.70
3-item disparity-in-workplace scale	.60	.62
<u>Organizational outcome scales</u>		
3-item creativity scale	.49	.63
2-item creativity scale	.73	.73
6-item cohesiveness scale	.80	.81
4-item competition scale	.69	.73
<u>Diversity awareness scale</u>		
4-item diversity awareness scale	.63	.65
<u>Organizational diversity check scale</u>		
4-item organizational diversity check scale	.79	.83

Table B4

Means, standard deviations, and correlations of independent and dependent variables

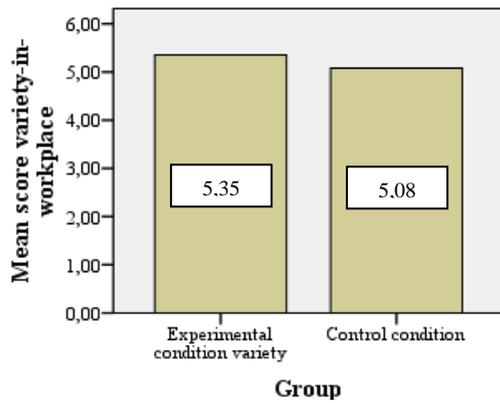
Item	Mean	SD	1	2	3	4	5	6	7
1.Variety-in-workplace	5.22	1.28							
2.Separation-in-workplace	5.26	0.78	.42***						
3.Disparity-in-workplace	5.19	1.04	.39***	.43***					
4.Creativity	3.74	1.48	.25**	.02	.16				
5.Cohesiveness	5.31	0.96	.13	-.17*	.06	.39***			
6.Competition	3.32	0.99	.13	.20*	.19*	.20*	-.18*		
7.Diversity awareness	5.46	0.81	.20*	.13	.17*	.03	.23*	-.03	
8.Organizational tenure	2.87	2.27	-.08	.07	.01	-.14	.04	-.09	.05

Note. All p-values are one-tailed

* $p < .05$ ** $p < .01$ *** $p < .001$

Table B5

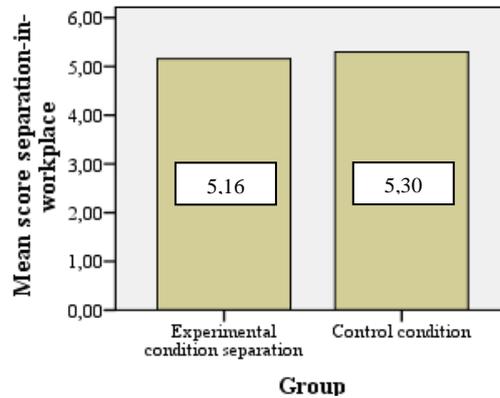
Differences in perceived variety-in-workplace by experimental condition



$p(\text{one-tailed}) = .23$ (NS)

Table B6

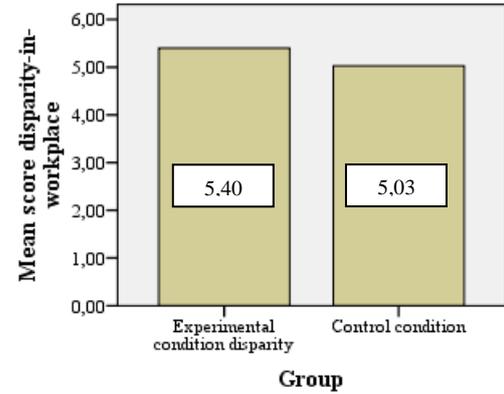
Differences in perceived separation-in-workplace by experimental condition



$p(\text{one-tailed}) = .27$ (NS)

Table B7

Differences in perceived disparity-in-workplace by experimental condition



$p(\text{one-tailed}) = .16$ (NS)

Table B8

Fit indices for confirmatory factor analysis on perceived diversity-in-workplace

Model	P(CMIN) (χ^2)	CMIN/DF (relative χ^2)	NFI	RFI	IFI	TLI	CFI	RMSEA	PClose
1. Perceived diversity-in-workplace	.00	2.88	.66	.52	.75	.63	.74	.14	.00

Note. $\chi^2 = 47.85$, $df = 32$, $p(\text{cmin}) = .00$

When fit indices indicate model fit: P(CMIN) (χ^2) $> .05$; CMIN/DF (relative χ^2) < 3 ; NFI \neq or $> .90$; RFI is close to 1; IFI $> .90$; TLI is close to 1; CFI $> .90$; RMSEA \neq or $< .08$; PClose $> .05$